

Kevin McGillivray
Consulting Educational Technologist
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Summary Profile

Highly accomplished Technology Consultant with 15 years of successful experience with transforming school districts through technology:

- Applying technology to teaching and learning
- Applying technology to administrative applications that support program decision-making and staff productivity
- Organizing and delivering professional development, particularly focused on integrating technology into the curriculum
- Planning curriculum development efforts and exploring the use of software to support standards
- Effecting large scale, systemic change in a large school organization
- Implementing and supporting the technical aspects of networks and computers
- Budgetary planning and control of large scale project budgets
- Managing overall system support and technical resources
- Managing staff and collaborating with staff, students, parent and community members to plan and implement innovative programs
- Writing and speaking in support of the overall instructional program and effective use of technology

Organizational Leadership

Leading system-wide change in educational practice and student learning in 21st Century schools:

- Extensive experience coaching community teams, school administrators and district leadership through organizational changes and restructuring for school improvement through technology integration.
- Established communication skills that include project and contract proposals and reviews, lectures, workshops, publications and presentations for national venues.
- Broad understanding of organizational effectiveness and how to integrate the principles of systemic change in educational environments.
- Proven ability to troubleshoot and develop creative, innovative solutions to educational challenges; successfully manage change for improved teacher use of technology as a tool for teaching and learning and administrative leadership roles in technology integration.
- Demonstrated success at identifying opportunities to improve processes and complex systems; working with schools and district leaders to provide innovative solutions to on-going professional development for district staff, assessing teacher and student success, identifying and supporting best education practices to achieve those goals.
- Strong leadership abilities with facilitating administrator and leadership meetings to effect district-wide change in schools.
- Knowledge of technology infrastructure and information technology needs to support large organizations.

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Professional History

Current

Independent Technology Consultant

I continue to work with school administrators, providing online communities to discuss technology transformation in their schools, using technology tools to support Data-Driven Decision Making, Web 2.0 tools for schools, writing School Improvement Plans, and conducting technology audits. I also serve as Vice President of Learning Technology Visions, LLC

Oct. 2004 – 2007:

Consultant to the Heidelberg Model Schools Partnership

I worked closely with the DoDDS Heidelberg District as a project director. I developed materials for district leaders and made site visits to help strengthen the technology integration project. My focus for these three years was on integrating the National Education Technology Standards for students, teacher and administrators, and to focus on assessment of technology growth in the district. I created and facilitated two years of classes for superintendents and principals – both online and face-to-face – entitled “Leadership in School Technology Integration.”

1998-Oct. 2004:

Director of the Heidelberg Model Schools Partnership (HMSP)

The Heidelberg District position of a curriculum/technology integration leader is unique in DoDDS, and encompasses the role of a traditional district technology director, as well as a number of roles focused on the true integration of technology in the classroom. This role was created in the Heidelberg District as an extension of my prior work as an Educational Technologist for a National Science Foundation test-bed project in a community of four schools in the district. My goal as director was to scale up the work done in the four-school community to encompass the district's 25-schools. My new role became a model for successful curriculum/technology integration in America's K-12 education system, and is documented in a number of research articles and reports.

As Director of Technology and the Heidelberg Model Schools Partnership:

Develop Innovative Strategies for more meaningful and curriculum-focused professional development for district teachers to include.

- **Co-teaching training** that involves placing curriculum/technology experts in classrooms and labs throughout the district to collaboratively teach lessons with our teachers and their students. Teacher participants initially attend workshops with these experts to learn and plan for co-teaching lessons. I continue to contract nationally-respected consultants to work with our district teachers in this co-teaching model, including Kathy Schrock, Bob Berkowitz, Dr. David Rose, Dr. Bob Kolvoord, Dr. Elizabeth Whitten, Dr. Bob Panoff, Dr. Elizabeth McNamara, and many others. All workshops are standards-based workshops with technology tools employed to support DoDDS and National education standards. My co-teaching model is now employed throughout the district as the principal approach to professional development for over 1,200 instructional staff.
- **Formation and implementation** of six community teams rather than individual school teams, to plan and organize professional development. These teams, consisting of all community principals, teacher and parent representatives, educational technologists and district office staff, meet monthly to develop cross-school activities and training for their community staff members. I assist the team chairpersons with developing agendas and facilitating meetings. Community training frequently includes parents as participants and workshop leaders.
- **Bring new tools and new ways** of supporting curriculum to our district. One successful effort was to place Geographic Information Systems (GIS) and Global Positioning Systems (GPS) software and hardware in all of our middle and high schools for collaborative teaching projects in social studies and science. Following the purchase, I hired consultants to assist teachers through workshops and co-teaching sessions. These tools are now used extensively in our secondary schools, and linked closely with the curriculum. Teachers using these tools have built collaborative teams and study groups to enhance their use in the classroom.

- **Introduced and facilitated** the district-wide adoption of the National Educational Technology Standards (NETS) for students and teachers, and the Technology Standards for School Administrators (TSSA). Because these standards could not be administratively mandated, I successfully negotiated this agreement with the teacher union and secured the approval of all schools for the adoption.

Collaborate with district curriculum leaders and educational technologists to ensure that technology components are included in all district, community and school-based teacher professional development activities.

Make weekly school site visits to assist school improvement teams, observe and report teacher best practices, meet with school leadership to strategize for continued growth, and make recommendations for technology issues.

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Assist teachers with:

- Cross-curricular project development
- Nation-wide project competitions for students and teachers such as Ecybermission and Inspired Teacher award programs resulting in teacher and students awards.
- Weekly website suggestions to support specific curriculum areas
- Forming collegial teams for technology integration
- Communication with our content-expert consultants
- Designing lessons that support curriculum and technology standards
- Lesson plan templates and rubrics for technology enriched lessons
- Obtaining graduate credit for all workshop/co-teaching sessions offered under the HMSP
- Developing personal technology skills and using online personnel services
- On-line continuing education resources – both degree and non-degree opportunities
- Class technology projects to support standards-based instruction
- Both student and teacher electronic portfolios
- Evaluation of student projects
- Sharing curriculum/technology lesson plans throughout the district
- Writing requests for projects that have specific funding requirements
- Striving to be life-long learners

Lead and facilitate the planning and development of summer workshops for the entire district staff of 1,200 teachers. Every teacher receives five days of professional development during the week before school begins. The committee planning, registration and implementation of the workshop sessions is my responsibility. The August 2004 workshop booklets are available on the website: www.hmsp.org

Present monthly to the superintendent and her staff on the status of curriculum/technology integration events and progress. Presentations include groups of school administrators, educational technologists, curriculum liaisons and teachers.

Design and employ assessment tools to monitor school and district progress with curriculum/technology integration. I am currently applying a rubric to teacher-generated lesson plans that have resulted from our co-teaching sessions. To date, more that 600 teacher-generated lesson plans have been submitted to me and are being evaluated. Teacher assessment and satisfaction with professional development sessions and co-teaching is also recorded. I have also surveyed all teachers, administrators and “exit-level” students on their progress with National Educational Technology Standards (NETS) and Technology Standards for School Administrators (TSSA). All assessment of workshops, lesson plans and self-reported surveys of administrators, teachers and students help guide the planning process for the next stages of professional development in schools, communities and district-wide.

Organize Community Implementation teams in the six Heidelberg Communities. The teams consist of administrators, teachers and parents from each school in the community. As the director, I assist with selecting team members, preparing agendas, and leading monthly meetings to plan for community workshops, extend the co-teaching model teacher to teacher in each community, and to involve parents in the visioning and planning process.

Write and administer contracts for as many as 30 stateside consultant visits to the district each year. This contracting involves coordination and accountability with the Department of Defense Contracting Office as well as the Heidelberg School District Budget Officer. Contracting requires knowledge of Federal regulations regarding ethics and expenditures.

Administer budgets in excess of \$200,000 yearly to bring consultants to district schools and to support the implementation teams, professional development and special equipment needs for district teachers. Also directed district hardware and software expenditures.

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Interview, hire and supervise administrative support personnel to assist with all project-related work and to support district curriculum liaisons and administrators with workshop needs.

Make hardware and software purchasing decisions for district-wide educational technology acquisitions. As HMSP director, I developed a standardized technology tool kit that was purchased and supported for all district schools.

Advise and assist LAN/WAN and network development teams to link decision-making to education needs.

Serve as a technology integration expert for the University of Massachusetts online graduate course: "Planning, Technology and School Improvement."

1995-1998: *Educational Technologist for the National Science Foundation Test-Bed project: The Model Schools Partnership*

As the first Educational Technologist for the DoDDS system, I defined the role for DoDDS educational technologists worldwide. Previous to the creation of my position, technology support in schools had been the responsibility of a District Computer Specialist who was responsible for maintaining a small administrative LAN, repairing simple hardware/software problems and maintaining the school data system. My position as Educational Technologist was to directly support teachers and students in the use of new technologies for curriculum.

As the Educational Technologist for this project, I worked across the four project domains to ensure systemic change during the three-year test-bed project:

Education Practice:

- Investigated and offered resources for curriculum integration
- Demonstrated technologies and technology integration in classrooms and labs
- Helped teachers create technology application plans (TAPs)
- Developed a co-teaching model and provided experiences for teachers and students
- Provided technology support for many special learning activities
- Taught groups of students to support their varied project needs

Technology Leadership and Management:

- Organized and led the district technology support group
- Responded to technical/maintenance needs on-site and through email
- Made software and hardware purchasing decisions
- Supported principals on all technology issues
- Served as a resource for the community planning team
- Assisted the school district office with all technology integration issues and led the planning to scale this project into the remaining 25 district schools.
- Coordinated visits for special visitors to the project
- Coordinated the project with outside agencies: TERC, NSF, and others
- participated in presentation of the project to national audiences

Professional Culture:

- Provided a broad range of professional development activities from informal to formal sessions
- Coordinated teachers' work with outside content expert consultants
- Supported cross-school articulation in planning for students and conducting professional development
- Connected teachers to each other for more formal learning opportunities and for development of our co-teaching model.
- Developed email-based support groups of teachers as critical partners

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Family and Community Participation:

- Assisted principals with linking to parent special interest groups for presentations and informal sharing
- Coordinated efforts to provide parallel software for community library and home use.
- Arranged for local merchants to offer our school software “toolkit” as a special feature and special price.
- Coordinated parent and community technology training.
- Developed a “Lab Buddy” parent program to support teachers and students in school computer labs.
- Provided technology support to parents through training sessions and through email communication.

1983-95:

High School Music Teacher in the DoDDS system

- Co-writer of the DoDDS course for a music technology curriculum and introduced the course in a DoDDS high school.
- Performed regularly with German orchestras and early music chamber ensembles.

Prior to 1983: High School Band Director in Oregon public schools

- including Medford, Bend and McMinnville High Schools.
- Served as chairperson of the fine arts departments in these schools and served a number of positions on the Oregon Music Educator Association Board, including state band chairperson and vice-president.
- Member of the Musicians’ Union in Oregon and performed regularly with Oregon orchestras, bands and chamber ensembles.

Education

Post-graduate course work from University of Maryland, Boston College, City College of Chicago, University of Puget Sound, University of South Florida, University of Oregon

Masters of Music Education – University of Oregon

Bachelor of Music Education – University of Oregon

Certification

Certified by the Department of Defense Education Activity (DoDEA) as an Educational Technologist and as a K-12 Music Teacher

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Publications (all publications are available at www.hmsp.org/publications)

Diary of an Educational Technologist, "Hands On!" (Fall 1998, Volume 21, No. 2), by Judith Davidson Wasser, Kevin McGillivray, and Elizabeth McNamara

The Tool Kit: An Innovative Approach to Technology Integration in Networked Schools, "Learning & Leading with Technology" (1999), by Kevin McGillivray.

The Educational Technologist as a Curriculum Specialist, "Learning & Leading with Technology," by Kevin McGillivray.

Part 1 - Help Outside the Classroom (Sept. 2000)

Part 2 - Help Inside the Classroom (Oct. 2000)

Part 3 - Help Beyond the Classroom (Nov. 2000)

Critical Components of Technology Professional Development, "LNT Perspectives," (November/December 1998; No.6), by Kevin McGillivray.

Broad and Deep: Achieving Whole-School Change with Technology, "Electronic Schools" (1999) Judy Davidson Wasser, Elizabeth McNamara, Kevin McGillivray.

How Do We Know it's Working? Assessment Tools for Technology Integration, article in progress, (2003-2004) Kevin McGillivray.

A Proven Method of Technology Integration in America's Schools, a book in progress, in collaboration with Dr. Elizabeth McNamara and Dr. Michael Radlick (2004-2005).

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Presentations

Presented on curriculum/technology integration topics at many international and national conferences, including five presentations at the National Educational Computing Conference (NECC). Conference presentations include:

2007 Northwest Council for Computer Education (NCCE) Conference, Portland Oregon
“The Tool Kit Approach to Technology Integration”

2004 European Chapter of The Association for Supervision and Curriculum Development (ASCD), Ramstein, Germany

“Using Computer Graphic Organizers for Reading Comprehension”

2004 Phi Delta Kappa conference

“Bringing Reality to Middle School Social Studies with Geographic Information Systems”

2004 Department of Defense School Educational Technologist and Information Specialist European Conference, Frankfurt, Germany

“Collaborative Teaching Models of the Heidelberg Model Schools Partnership”

2003 European Chapter of The Association for Supervision and Curriculum Development (ASCD), Frankfurt, Germany

“Creating an Environment for Successful Curriculum/Technology Integration”

2002 National Educational Computing Conference, San Antonio, Texas

“Professional Development Outside, Inside and Beyond the Classroom: A Description of the Heidelberg District’s Professional Development Model.”

2001 National Educational Computing Conference, Chicago, Illinois

“Co-Teaching in the Hessen Model Schools Partnership”

2000 National Educational Computing Conference, Atlanta, Georgia

“The Educational Technologist as a Curriculum Specialist”

2000 Harvard Graduate School of Education “Leadership and the New Technologies”

“The Role of Technology in Systemic Change in the DoDDS-Hessen Schools”

1999 National Educational Computing Conference, Atlantic City, New Jersey

“Pressure Points for School Technology Integration”

1998 National Educational Computing Conference, San Diego, California

“The Role of the Educational Technologist:

1998 American Association of Computers in Education, Washington, DC

“Professional Development and Technology: The Hanau Model Schools Partnership”

1998 Society for Information Technology and Teacher Education, Washington, DC

“Professional Development and Technology: The Hanau Model Schools Partnership”

In addition to national and international presentations, I presented to the DoDDS and DoDEA leadership teams in Europe and in Arlington, VA and regularly presented workshops for administrators and teachers in Europe.

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1998 National Educational Computing Conference, San Diego, California

"The Role of the Educational Technologist"

1998 American Association of Computers in Education, Washington, DC

"Professional Development and Technology: The Hanau Model Schools Partnership"

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Professional References

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Background to my work in the Heidelberg District

The Heidelberg School District: The Heidelberg District is a part of the Department of Defense school system for dependents of American Military and Civilians working overseas (DoDDS-Europe). While the district office is located in Heidelberg, Germany, the district's 25 schools cover more than 100 miles and are located in six communities. The Heidelberg District has more than 11,000 students and approximately 1,200 professional staff members. Because students transfer in and out of stateside schools, DoDDS schools teach a typical American curriculum and focuses strongly on national standards. DoDDS has recently received high praise for scores on national exams, particularly for minorities.

Project Description: The Heidelberg Model Schools Partnership (HMSP) grew out of a three-year National Science Foundation project to look at the effects on school culture when technology was infused throughout the schools (1995-98). The original project focused on four schools in the Hanau community and was fully researched. I developed the role of the Educational Technologist for this NSF project. When this project came to an end, the superintendent of the district asked me to direct a scaling up of the project goals into the rest of the district's 25 schools. The HMSP established two goals:

- To infuse technology into our schools so that learning with technology becomes a deeply accepted part of daily school life for all members of the school community, and
- To actively support the development of exemplary teaching approaches that complement the aims of the district and nation's education reform goals and make good use of technology.

Today, all 25 district schools are actively involved in planning and implementing these goals. The implementation process and accountability are my responsibility.