

KEITH DAVID REEVES

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www.KDReeves.com

PUBLIC SCHOOL ADMINISTRATOR

Reflective and innovative leader bringing a data-supported history of successfully designing and implementing student-centered, technology-integrative instruction; monitoring, revising, and creating policy and practice to support student learning and high standards of classroom professional practice; creating transparent systems of communication and accountability; analyzing and utilizing data to address strategic priorities; and mentoring students and teachers of varied experiences, aptitudes, and education levels to advance school and division priorities.

- Instructional Design and Delivery
- Curriculum Development
- Professional Development
- Classroom Management
- Team-Building and School Culture Development
- Instructional Technology Integration
- Budget Building and Management
- Community Communication
- Standards-Based Assessment, Reporting, and Testing
- Education Law & Policy

“I was walking by a student speaking with another girl, and overheard him saying ‘it was a life-changing experience.’ He is kind of a sarcastic kid, so I thought he was being silly. I asked him what was so life-altering. He said he had just come from Mr. Reeves’ class ... He said it was an amazing experience ... It was the most serious I’ve ever seen him be about anything.”

- Mrs. A. Neff, Chemistry Teacher, Battlefield High School

EDUCATION

Postgraduate Certificate, Educational Leadership

Master of Education (M.Ed.), Curriculum & Instruction (Inst. Tech)

Bachelor of Music Education (B.Mus.), Music Education K-12

University of Mary Washington, Fall 2009

George Mason University, Summer 2006

Ithaca College, Fall 2001

CURRENT APPOINTMENT

Prince William County Schools (Enrollment ≈72,000)

Battlefield High School (Grades 9-12)

Haymarket, VA

Instructional Technology Resource Teacher

2006 - Present

- Delivered consistently successful standards-based, technology-integrative instructional design and classroom instruction in all core areas, many elective areas, and in both Special and Gifted education settings.
- Designed and instructed US/VA Government curricular unit using podcasting technology resulting in 90% skill mastery assessment and no individual indicator less than 70% skill mastery.
- Designed and instructed English 10 / Gifted Education curricular unit using video and student film resulting in increased skill mastery in every indicator on Virginia SOL test.
- Designed Spanish Language remediation unit using video and student film resulting in 24% increase in skill mastery.
- 100% faculty compliance rate with Virginia TSIP Standards August 2006 through December 2009.
- Implemented school-wide paper reduction and practice improving initiative, as Chair of Technology Committee, to reduce paper-related costs by 50% to school over five years (estimated \$50,000).
- Instructed teachers and administrators in curricular design, instructional delivery and pedagogy, technology integration, use of a wide variety of hardware and software to improve student learning.
- Created new IEP-based assessment system incorporating existing county reporting systems at zero cost to the school.
- Deployed systems to improve communication, online training, reduce face-to-face meeting requirements, and lower cost.
- Attended Building Leadership Capacity Seminars (2009, 2010)
- Responsible for annual committee report and recommendations on technology acquisition expense for coming fiscal year.

Chair, Technology Committee

Administrator, Assessment & Report Systems

Administrator, Common Formative Assessment

Member, Teacher Hiring Panel

Member, Gifted Education Core Curriculum Committee

Member, Gifted Education Eligibility Committee

Member, Research Professional Learning Community

Member, Website Task Force

Member, Freshman Transition Committee

Member, Principal’s Advisory Council

PREVIOUS APPOINTMENTS

Stafford County Public Schools (Enrollment ≈26,000) *2004 - 2006*
 Stafford, Virginia
 Music Teacher

- Classroom music instruction at eleven elementary schools (Grades K-4).
- Band Director (Superior VBODA Rating), H.H. Poole Middle School (Grades 6-8).
- Band Director (Superior VBODA Rating), Edward E. Drew, Jr. Middle School (Grades 6-8).
- Band Director (Superior VBODA Rating), Stafford Middle School (Grades 6-8).
- Founded Tri-M Honor Society Junior Chapter 5169, H.H. Poole Middle School (Grade 8).
- Students attended All-County and All-District competition; Solo and Ensemble festival.
- Marching and Maneuvering Instructor, Stafford High School (Grades 9-12).
- Established and managed inter-school county-wide online music catalog.

Port Byron Central School District (Enrollment ≈1,200) *2001 - 2003*
 Port Byron, New York
 Music Teacher

- Band Director, Leslie B. Lehn Middle School (Grades 5-8) and Dana L. West High School (Grades 9-12).
- Students attended All-County and Area All-State competition.
- Authored Music History curriculum; Revised Music Theory I and II curricula.
- Secured donation of uniforms, equipment for revived marching band program.
- Established and managed inter-district county-wide online music catalog.

LICENSURE & ENDORSEMENT

Postgraduate Professional License (Number PGP-0630247) *Effective July 1, 2009 - June 20, 2014*
 Music Instrumental PreK-12
 School Administration K-12

PROFESSIONAL DEVELOPMENT INSTRUCTION

Adaptive Music Education Techniques	Reflective Practices
Adaptive Technology for Special Needs Learners	SchoolFusion Integration
Administrative Systems	Teaching with Interactive Whiteboards
Classroom Management with Technology	Teaching with Podcasting
Desktop Publication and Design	Teaching with Video
Discovery Education Streaming	Teaching with Web 2.0 Tools
Grading and Assessment Practices & Systems	Thinking and Learning Styles
Professionalism and Teacher Responsibilities	Website Development for Arts Educators

FEDERAL QUALIFICATION

FBI Security Clearance, Process Completed *Permission to Hire Issued Jan 12, 2010*

ADDITIONAL PROFESSIONAL EXPERIENCES

Active Composer of Music for Concert Band
 Active Adjudicator for Virginia Music Educators Association
 Guest Commentator, *The Kojo Nnamdi Show*, National Public Radio (January 19, 2010)
 Guest Instructor, University of Virginia; Virginia Polytechnic Institute and State University
 Keynote Speaker, Virginia Educational Media Association Conference (July 14, 2008)

CORE VALUES

Respect for All • Responsibility in All • Safety for All • Equity for All • Reflective Practices
 Constructivism • Academic Rigor • Formative Assessment • Data-Driven Decisions • Resultant Post-Tests

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CORE VALUES

Respect for All

Central to all things, we practice and expect respect from and for ourselves and others in all that we do.

Responsibility in All

Say what you mean, mean what you say, and be true to your word. Do the right thing, not the easy thing. Do what you must before doing what you want.

Safety for All

The classroom, the hallway, the office, the bus, the sidewalk, the campus... all aspects of our school must be safe for students, physically and psychologically.

Equity for All

Discrimination is unacceptable in any form in an American public school. Every student is inherently and fundamentally equal and highly valuable.

Constructivism

Students should create or construct something real and relevant in every classroom, every day.

Reflective Practices

What did you do? Why did you do it? What will you do differently to improve?

Academic Rigor

Teaching and (most importantly) learning successfully transpires in every classroom, every day, without fail.

Formative Assessment

Where did they start? Where are they now? How will I get every student to where they need to be?

Data-Driven Decisions

What do we want to do? How will we know we're doing it? How will we know we've done it? How will we show we've done it? What does it mean?

Resultant Post-Tests

High achievement on summative post-tests should be the result of good instructional design and delivery, as opposed to the ultimate goal of teaching. We endow student learning with primacy.

EXCERPTS FROM PROFESSIONAL WRITING

"Leadership in education is not a position; it is a condition of consistent thoughtfulness and the proactive utilization of that thoughtfulness to influence and affect positive change at the local level."



"No practice, no method, no initiative, no matter how effective or ingrained, no matter how lasting or tried, should or can continue in a progressive constructivist setting without consistent analysis, reanalysis, and questioning. The leader is unafraid of putting everything to the test... including and most especially one's own practices and beliefs."



"Data is the discourse within which thoughtful practitioners and professionals can and must examine the efficacy of their practices to ensure that every practice, no matter its longevity or ubiquity, is never left complacently unquestioned or untested."