
Stephen R. Seward

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PERSONAL PROFILE

Successful and respected professional with a consistent record of top performance as an educator, consultant, coach, facilitator, presenter, and district level administrator seeking a position where I can support self-directed, self-monitoring, and self-reflective learning in an effort to improve student achievement.

QUALIFICATIONS SUMMARY

- Over 18 years of experience in the field of education with a proven record in effective classroom instruction, strategic planning, relational development, reform launches and teacher/administrative training.
- Strong rapport and long lasting relationships with educational decision makers, administrative teams and professional staff. Solid presentation skills, distinctive insights, and impeccable follow-through.
- Educational degrees in Family Studies, Sociology, Early Childhood Education, and a Masters Degree in Education; Cognitive Coach® and Certified Adaptive Schools Trainer®.
- High level of competency with classroom instruction, literacy, math, working with individuals and groups, and supporting collective growth.
- Skilled in data driven dialogue: data analysis, planning, implementing, monitoring, and evaluating.

SKILLS PROFILE

- Flexible: Easily adapt to new and challenging situations
- Interdependent: Use personal and group resources to promote effectiveness
- Craftsmanship: Seek precision, refinement and mastery through critical thought and reflection
- Conscious: Continually monitoring beliefs, values, thoughts and behaviors and their effects

KEY COMPETENCIES & AREAS of EXPERTISE

- Curriculum, Assessment and Instructional Design and Implementation: within 4 years collaborated with over 300 teachers and teams to align and implement a guaranteed and viable curriculum, assessment system, and instruction framework (<http://www.csredhawks.org/node/2472>); curriculum mapping, design, alignment, and implementation for multiple districts and colleges
- Systems and Cultural Change: within 7 years supported district in developing a systemic culture of collaborative conversations, an understanding of change, a need for adaptivity, and collective ownership
- Data Dialogue and Decisions: extensive training and experience in the areas of data analysis (qualitative and quantitative) and group commitment to action; expertise in leading grade level, district, and county teams in the area of data analysis and goal setting
- Professional Learning Communities: design protocols and processes to support collaborative conversations, group development, group facilitation, and a focus on data driven decisions; increased student achievement in all areas and content areas within district

EDUCATION

AQUINAS COLLEGE

Masters of Education and Leadership-Teaching Certificate, 1999
Early Childhood Education PreK-K (Z.A. Endorsement)

CENTRAL MICHIGAN UNIVERSITY

Bachelor of Science, 1996
Family Studies, Sociology, Substance Abuse Education, Intervention, and Prevention

PROFESSIONAL EXPERIENCE

SEWARD CONSULTING, LLC, Grand Rapids, MI, 2005–Present

LMF4PD, LLC, Grand Rapids, MI 2014–Present

Presenter, Facilitator, Coach, Consultant

SteveSewardConsulting.com and LMF4PD.com

AQUINAS COLLEGE, Grand Rapids, MI, 2010–Present

Adjunct Professor, Literacy and Education Department

GRAND RAPIDS COMMUNITY COLLEGE, Grand Rapids, MI, 2008–Present

Adjunct Professor, Early Childhood and Education Department

ADAPTIVE SCHOOLS AGENCY TRAINER®, 2009–Present

Presenter, Facilitator, Coach, Consultant–Building Capacities for School Improvement

(ThinkingCollaborative.com)

Kent Intermediate School District, Grand Rapids, MI,

School Improvement Consultant (January 2015– Present)

- Designing, presenting, facilitating, and consulting in the areas of: professional development, system-wide protocols, facilitation technique, and feedback and evaluation
- Transforming districts and schools through research based practices: systematic approaches to aligning curriculum, instruction and assessment practices as well as reconstructing internal systems.

CEDAR SPRINGS PUBLIC SCHOOLS, Cedar Springs, MI

Assistant Superintendent Curriculum, Assessment, & Instruction (2009– December 2014)

- Working alongside teachers and building administration supporting leadership and vision in the ongoing establishment of goals, planning, development, coordination, implementation, and evaluation of curriculum, assessment and instruction.
- Establishing procedures to ensure systemic and long-term, effective implementation of district, building, and classroom goals.

CEDAR SPRINGS PUBLIC SCHOOLS, Cedar Springs, MI

Cognitive Coach®/Instructional Coach/Teacher Consultant PreK–8 (2007–2009)

- Implementing and supporting peer coaching models that capitalize upon enhanced cognitive processes for teachers, students, and administration.
- Working with individuals and groups to help shape and reshape thinking as well as problem solving capacities–convey a valued person from where s/he is to where s/he wants to be.
- Assisting teachers and administration with classroom instruction, data analysis, reflection and planning.

THORNAPPLE KELLOGG PUBLIC SCHOOLS, Middleville, MI (1999–2007)

Kindergarten Teacher and First Grade Teacher; District Improvement Team Leader

EAST GRAND RAPIDS PUBLIC SCHOOLS, East Grand Rapids, MI (1996–1999)

Kindergarten–Sixth Grade Program Coordinator

CERTIFICATIONS & ENHANCED EDUCATIONAL DEVELOPMENT

- Center For Adaptive Schools®– Training Associate (www.thinkingcollaborative.com)
- Cognitive Coaching® Certification;Advanced Cognitive Coaching® (www.thinkingcollaborative.com)
- Reading Apprenticeship® Training and Certification (<http://readingapprenticeship.org>)
- Developing Groups; Data Dialogue (Trained by/with Bruce Wellman) (www.miravia.com)
- Teachers Writing College, Instruction and Leadership Certification (Columbia University, New York)
- Project Based Learning Certification– grades 9–12
- MLPP Training and Trainer Certification (Michigan Literacy Proficiency Profile)
- Fountas and Pinnell Guided Reading Practices; Leveled Literacy Intervention;–Trainer Certification

VARIOUS ACCOMPLISHMENTS & ROLES

- K–12 vertical alignment of curriculum, assessment and instruction
(http://www.csredhawks.org/PreK-12_Curriculums_and_Teaching_Points)
- Currently aligning curriculum, assessment and instruction practices for three organizations K–12
- Designed multiple professional learning opportunities for K–12 organizations that included system-wide implementation, monitoring and evaluating
- Professional Learning Communities Trainer within multiple K–12 organizations
- Assisted 3 building leaders as they transitioned buildings (moved office into school site); elementary, middle and high school levels
- Responsible for monitoring district-wide building progressions toward teaching and student achievement goals
- Extensive knowledgeable with Title I, Title II, Title II, and 31A planning, programming based on data
- Implemented system-wide teacher and administrative evaluation models; monitoring administrative feedback to teachers based on evaluation

VARIOUS PRESENTATIONS

DISTRICT SERVICES

FOCUS ON: Providing Research, Modeling, Practicing, Coaching, Collaborating, and Consulting

- Lab Classroom Training (teachers learning with teachers through in-class observations)
- Professional Learning Communities Training: structures and processes to support collaboration
- District and Building Instructional Rounds Training (teachers and administrators examining student learning)
- District Instructional Rounds Facilitation
- Data Analysis and Planning Training: Developing Groups Through Data Dialogue
- Implementation of a Guaranteed and Viable Curriculum, Assessment, & Instruction System
- Monitoring and Evaluating Curriculum, Assessment, and instructional practices
- Collaborative Structures, Strategies, and Language to Promote Adult and Student Collaboration
- Gradual Release of Responsibility and Workshop Practices Training: examining a focus lesson, guided instruction, collaboration, and independent structures
- Reading Diagnostics and Guided Reading Training (PreK–5)
- Adaptive Schools® <http://www.thinkingcollaborative.com>
- Calibrating and Determining Next Steps Training: using assessments to drive goals and next steps
- Administrative Coaching, Collaborating, and Consulting with Teacher Observations and Feedback
- Mentoring New Teachers and Administrators
- Making the School Improvement Process Come Alive for ALL Learners
- Strategic Planning Based on Data

BUILDING/GRADE LEVEL SERVICES

FOCUS ON: Providing Research, Modeling, Practicing, Coaching, Collaborating, and Consulting

- Classroom Strategies to Promote Student Learning
- Lab Classroom facilitation: coaching, collaborating, and consulting
- Professional Learning Communities: structures and processes to support collaboration
- Building Instructional Rounds Facilitation
- Data Dialogue/Data Analysis: Grade Level Team OR Individual Teachers
- Facilitating Consistencies with Curriculum, Assessment, and Instructional Practices
- Collaborative Structures, Strategies, and Language to Promote Student-to-Student Collaboration
- Gradual Release of Responsibility, In Action
- Workshop Practices (PreK–12 Reading, Writing, Math)
- Reading Diagnostics and Guided Reading Training (PreK–5)
- 1–1 and Small Group Conferencing (all content areas)
- Bringing Literacy to Life through a Balanced Literacy Approach Training
- Group Planning and Consulting Based on Goals
- Calibrating and Determining Next Steps: using assessments to drive goals and next steps
- Administrative Coaching, Collaborating, and Consulting with Teacher Observations and Feedback
- Mentoring New Teachers and Administrators
- Making the School Improvement Process Come Alive for ALL Learners
- Strategic Planning Based on Data

CLASSROOM SERVICES

FOCUS ON: In-Class Modeling, Coaching, Collaborating, and Consulting

- Classroom Strategies to Promote Student Learning
- Lab Classroom facilitation: coaching, collaborating, and consulting
- Modeling Collaborative Structures, Strategies, and Language to Promote Student-to-Student Collaboration
- Modeling Gradual Release of Responsibility: focus lesson, guided instruction, collaboration, and independent structures
- Workshop Practices in Action (PreK-12 Reading, Writing, Math)
- Reading Diagnostics and Guided Reading Modeling and In-Class Coaching/Consulting
- In-Classroom Demonstration and Coaching with 1-1 and Small Group Conferencing (all content areas)
- Balanced Literacy, In Action, In The Classroom
- Individual Planning and Consulting Based on Goals
- Calibrating and Determining Next Steps: using assessments to drive goals and next steps

ENHANCED TRAINING PERTAINING TO TRANSFORMING EDUCATION

MI Excel Statewide System of Support Training

- Supporting Focus Schools
- Supporting Priority Schools
- Rapid Turn-Around and ERS Overview
- Transforming Central Office: Enhancing District Support of Teaching and Learning
- MDE Office of Education Improvement and Innovation
- Strategic School Design
- Crucial Conversations

REFERENCES

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| •Ron McDermed–Cedar Springs Public Schools Supt. | 616.318.7594 | Mcderned@yahoo.com |
| •Karla Akins– Hudsonville Public Schools | 616.560.6232 | KAkins@hpseagles.net |
| •Sue Spahr– Cedar Springs MS Principal | 616.540.4681 | Sue.Spahr@csredhawks.org |
| •Jane Ellison– Co-Director Thinking Collaborative | 303.475.1201 | CCSJane@gmail.com |
| •Pam Thomas– Kent City School Administrator | 616.460.6030 | Pam.Thomas@kentcityschools.org |
| •Dave Stuart– Teacher and Colleague | 743.545.0302 | DaveStuartjr@gmail.com |

*Written References available upon request