

Tyler W. Ream

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Education

- University of Southern California – Los Angeles, California
December, 2014 - Doctorate of Education
Rossier Graduate School of Education
- Pepperdine University – Malibu, California
July, 2003 - Master's Degree in Educational Leadership
Graduate School of Education and Psychology
- Concordia University – Irvine, California
August, 2005 - Multiple Subject – Professional CLEAR Credential
May, 2000 - Multiple Subject – Preliminary Credential with CLAD (Language) Emphasis
May, 1999 - Bachelor's Degree in Liberal Studies (Education)

Experience

- Associate Superintendent: Spring Branch Independent School District
August 2015 – Present
 - Redesigned district leadership and academic services to include an inclusive, collaborative student/school model entitled Academic Performance and Support
 - Responsible for district's student, academic and school support services including school performance, core academics, connective academics, ESL/Bilingual services, special education, instructional technology and leadership support and leadership development
 - Created and implemented district's Catalyst Schools initiative designed to scale district resources (time, people, funding and priority) to schools based on need
 - Designed and led process for district's 2017 strategic plan which resulted in district gaining charter-like authority as a District of Innovation (Texas House Bill 1842)
 - Co-developed district's Innovation Framework to develop, support and scale micro, partial and whole-school models for personalized learning
 - Created the School Community Team comprised of three Community Superintendents leading three learner-centered (non-geographic) school communities to better support the needs of schools, school communities and school-based leadership teams
 - Designed and implemented the district's blended autonomy model to include a district cultivated marketplace of effective initiatives, programs and practices
 - Redeveloped district CORE content and curriculum to align with the personalized learning vision of the district's strategic plan
 - Designed district's Assessment Platform to include classroom-level (daily), school-level (frequent) and district-level (quarterly) assessments to inform instructional decisions at every level of our organization
 - Serve as the district lead when the superintendent is out of the district
 - Secured an \$898 million bond with a 79% approval rate from the Spring Branch ISD community
 - 2016 and 2017 State Results: District accomplished significant year-to-year gains across the last two years including gains in reading, math, science and social studies at both the "meeting" and "masters" levels
 - Percentage of students "Meeting" grade level proficiency improved in 5 of 6 measured areas
 - Percentage of students "Mastering" grade level proficiency improved in 5 of 6 measured areas
 - Improved percentage of students meeting and exceeding state growth expectations
 - Improved percentage of students exceeding state growth expectations

- **Principal: Albemarle Road Elementary School – Charlotte-Mecklenburg Schools**
July, 2013 – August, 2015
 - Declined district promotion in 2013 to assume leadership of the district’s largest school
 - 1,457 student school serving the east Charlotte neighborhood of Albemarle Road
 - School-Wide Title I Elementary School serving Pre-Kindergarten through Fifth Grade (98% FRL, 46% ESL)
 - 2015 State Results: School exceeded state academic growth expectations earning a High Growth designation. School was removed from the state’s 2015/2016 low performing schools list
 - 2014 State Results: School performance composite grew from 22.4% in 2013 to 25.5%, the largest composite gain in eight years. ARES met all state growth expectations in both reading and math and exceeded state expectations in science with the highest proficiency gain in the district
 - Named a Beacon Principal in 2014 in concert with our district’s first cohort of Beacon Schools. This sustainable school transformation initiative involves ongoing leadership training through a district partnership with the University of Virginia
 - Named one of the district’s first Strategic Redesign Schools. Through this initiative, we collaboratively worked with Educational Resource Strategies (ERS) and Public Impact to redesign and rebrand our school to include an overhauled master schedule, school-wide instructional framework, ongoing planning process, data-analysis process and intervention/mastery protocol
 - Created the school-wide Mosaic Model to include a strategic focus on math, science and the arts including the creation of lab environments for biology, engineering, electronics, programing, research, visual arts and performing arts
 - Selected by the Lily, Sarah, Grace Fund (LSG) as the only national pilot school for Arts-Infused Inquiry-Based Learning (AIIBL)
 - Initiated district’s first take-home tablet program for grades K-3. Program involves a weekly upload of school-created content onto take-home tablet devices for beyond-school use (flip-homework model). This program significantly improved linguistic and vocabulary mastery and correlated with considerably higher levels of self-reported school engagement

- **Regional Superintendent: Central Elementary Zone – Charlotte-Mecklenburg Schools**
July, 2010 – July, 2013
 - Awarded the Broad Prize for Urban Education (2011) for raising student achievement rates and closing performance gaps between student subgroups
 - Collaboratively created and led the district’s Central Elementary Zone of 49 Title I schools
 - The Central Elementary Zone was a non-geographic, county-wide sub-district of high-needs schools serving over 30,000 students
 - Supervised and evaluated site principals, zone-based and Title I staff
 - Established foundational structures including a zone-specific mission, vision, values and core beliefs all aligned to CMS core beliefs and commitments
 - Collaboratively crafted Zone Improvement Plan to include two foundation academic goals:
 - Reduce the Gap: Growth goal of 0.220 for all zone schools
 - Eliminate the Gap: Elimination of proficiency gap by cohort – 2011 (3rd), 2012 (2nd), 2013 (1st), and 2014 (K)
 - Initiated zone’s Data Matrix designed to integrate and enumerate data from various sources
 - Initiated zone’s Tiered Support System designed to target differentiated support mechanisms to schools by need
 - Initiated the Strategic Staffing Initiative (SSI) at five schools – Billingsville, Berryhill, Walter G. Byers, Hickory Grove Elementary and Sedgfield Elementary
 - Collaboratively worked to create and initiate innovative school model designs including eight Pre-K-8 Schools, a wrap-around model (Reid Park Academy), a lab school (Devonshire

- Elementary), an extended-year model (Billingsville Elementary) a two neighborhood collaborative schools (Billingsville Elementary and Albemarle Road Elementary)
 - Facilitated zone-based professional development for all principals that include common core planning, identification of essential standards, development of assessment platforms, development of core and supplemental core, and the development of targeted intervention systems
 - Implemented a multi-phase, zone-wide study on effective reading practices that yielded qualitative feedback used to assist zone principals, facilitators and teachers to better understand the elements of targeted reading instruction
 - Cooperatively led the district's first Innovation Cohort of 25 principals as a collaborative effort between CMS, Educational Resource Strategies (ERS) and the McColl Center for Visual Art
- **Regional Superintendent: South Learning Community – Charlotte-Mecklenburg Schools**
August, 2009 – July, 2010
 - Led the district's South Learning Community of 29 schools (geographic-based zone)
 - Achieved the district's highest proficiency and growth rates
 - Supervised and evaluated site principals and area staff
 - Collaboratively led South Learning Community specific professional development initiatives including Data Wise and Professional Learning Communities
 - Initiated a tiered system that targeted differentiated school support services based on need
 - Revised area hiring practices for site-based administrators
 - Initiated targeted support structures for new principals and experienced principals in need of additional coaching and assistance
 - As a member of the Executive Staff, collaborated to produce, communicate, implement and monitor the district's 2014 Strategic Plan
- **Interim Chief Operating Officer – Charlotte-Mecklenburg Schools**
August, 2008 – October, 2008
 - Responsible for all operations-based services for the school district including Human Resources, Finance, Auxiliary Services, Law Enforcement, Accountability and Informational Technology Services
 - Responsible for public relations associated with all operations-based matters
 - Managed weekly executive staff meetings and all related matters
 - Served as the district point of contact during periods when the superintendent was out of the district
- **Chief of Staff – Charlotte-Mecklenburg Schools**
July, 2007 – August, 2009
 - Executive Cabinet and Executive Staff position under the direction of Superintendent, Dr. Peter Gorman
 - Managed day-to-day matters pertaining to the Office of the Superintendent
 - Managed weekly executive cabinet meetings
 - Responsible for public relations on behalf of the Office of the Superintendent
 - Responsible for management and monitoring of the district's 2010 Strategic Plan and Theory of Action
 - Directed and managed all opening of schools initiatives for the district
 - Responsible for compiling, producing and presenting the district's annual Equity Report to the Board of Education
 - Served as the district point person for The Bill & Melinda Gates Foundation and Foundation for the Carolinas

- Principal: Marjorie Veeh Elementary – Tustin Unified School District
August, 2004 – June, 2007
 - School-Wide Title I Elementary School with 575 students, Pre-Kindergarten through Fifth Grade
 - Selected by the state as a 2004 California Distinguished School
 - Academic Performance Index (API) score rose 38 points over three years
 - Met all Adequately Yearly Progress (AYP) goals in all three years as principal
 - School-wide proficiency rate rose 7% over three years in English Language Arts
 - School-wide proficiency rate rose 20% over three years in Mathematics
 - Selected to serve as one of three principals on the Superintendent’s Advisory Team
 - Presenter at Rick DeFour’s Professional Learning Community (PLC) Institute, Winter 2005

- Teacher: Helen Estock Elementary – Tustin Unified School District
September, 2000 – June, 2004
 - Cycle teacher between Fourth and Fifth Grades (looped from Fourth to Fifth)
 - Served on the site leadership team 2000-2004
 - School was selected for the 2004 California Title I Achieving School Award
 - Created and facilitated site’s before and after school support programs
 - Site Peer Assistance Leadership (PAL) Advisor
 - Summer Program site lead teacher 2002, 2003, 2004
 - Chosen by site to receive school’s 2004 California Title I Achieving School Award
 - Established site’s intramural sports program (eligibility-based program)
 - Numerous district curricular committees including assessment, reporting, and beginning teacher support

Professional Organizations and Community Involvement

- Transcend Collaborative (New Schools Venture Fund)
 2016/2017 Cohort
- National Superintendents Academy
 2016/2017 Cohort
- McColl Center - Innovation Institute
 Alumni – Fall Cohort, 2010
- Leadership Charlotte
 Member of Class XXX
- Former Board Service
 Arts and Science Council
 Alexander Youth Network
 Assistance League of Charlotte (Advisory)
 Hands on Charlotte
 Charlotte-Mecklenburg Public Schools Foundation

Professional References

- Dr. Scott Muri
Superintendent, Spring Branch Independent School District (TX)
Phone: (832) 963-2233 – Email: scott.muri@springbranchisd.com
- Dr. Peter C. Gorman
President and Chief Executive Officer of Peter Gorman Leadership Associates LLC
Managing Director of Academies with Atlantic Research Partners
Former Superintendent of the Charlotte-Mecklenburg Schools (NC)
Phone: (917) 374-8013 – Email: pete@pgleadership.com
- Dr. Heath Morrison
 - President, McGraw-Hill Education
 - Former Superintendent of the Charlotte-Mecklenburg Schools (NC)
 - Email: heath.morrison@mheducation.com
- Mike Mattos
Author and Educator, Solution Tree
Former colleague and current mentor
Phone: (949) 459-7543 – Email: mikemattos@me.com
- Dr. Robert Avossa
Superintendent, Palm Beach County School District (FL)
Former Superintendent of the Fulton County Schools (GA)
Phone: (561) 510-3031 – Email: robert.avossa@palmbeachschools.org
- Jonathan Raymond
President, Stuart Foundation
Former Superintendent of the Sacramento City Unified School District (CA)
Phone: (617) 823-9341 – Email: jraymond@stuartfoundation.org
- Dr. David Marsh
Professor, University of Southern California (Retired)
Phone: (213) 740-3290 – Email: dmarsh@usc.edu
- Kathie Nielsen
Deputy Superintendent, Tustin Unified Schools (CA)
Phone: (714) 730-7301 – Email: knielsen@tustin.k12.ca.us

Board of Education References

- Tom Tate (Charlotte-Mecklenburg Schools)
Phone: (704) 502-3093 – Email: tom8tate@gmail.com
- Eric Davis (Charlotte-Mecklenburg Schools):
Phone: (704) 773-5854 – Email: eric.davis@wellsfargo.com
- Pam Goodson (Spring Branch Independent School District)
Phone: (713) 252-5094 – Email: goodson31@aol.com
- Josef Klam (Spring Branch Independent School District)
Phone: (713) 409-6609 – Email: josefklam@gmail.com

Additional district-based references available upon request