

Curriculum Vitae

Maren Elyse Oberman

The University of Michigan School of Education
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AREAS OF SPECIALIZATION

- Educational Leadership & Policy
- Leadership Growth & Development
- Teaching & Teacher Policy Issues
- Issues of Equity & Identity in Education
- Coaching, Mentoring, & Instructional Leadership

EDUCATION

- 2013 *Doctor of Education Leadership (Ed.L.D.), Harvard University Graduate School of Education, Cambridge, MA*
- 2006 *Master of Library Science, Simmons College Graduate School of Library and Information Science, Boston, MA*
- 1999 *Bachelor of Arts in African-American Studies, Yale University, New Haven, CT*

EDUCATOR PREPARATION AND PROFESSIONAL CERTIFICATIONS

- **Harvard Graduate School of Education Data Wise Improvement Project**
Certified Data Wise Coach
- **Massachusetts Department of Education**
Initial Academic License, All Levels, Library
Preliminary Superintendent/Assistant Superintendent License, All Levels
- **Illinois State Board of Education**
Provisional Special Teaching, K-12, Library Information Specialist
- **Yale University**
Early Childhood Education Teacher Preparation Program

PROFESSIONAL EXPERIENCE

- 2014-present Clinical Assistant Professor, Educational Studies and Director, Educational Leadership and Policy Program, University of Michigan School of Education
- 2013-2014 Post-Doctoral Teaching Fellow, Harvard Graduate School of Education
- 2013-2014 Data Wise Improvement Project Fellow/Consultant, Raise Your Hand Texas. Designed and facilitated professional learning experiences for school teams integrating the Data Wise Improvement Process, which includes workshop facilitation, on-site coaching, and support to school principals and data teams.
- 2012-2013 Doctoral Resident, Program and Policy Development Specialist, Talent Management Division, Los Angeles Unified School District. Designed and piloted a reflective growth and evaluation system for LAUSD's senior leadership team; led the initiative to align evaluation tools and processes for all district employees; planned and facilitated professional development to 65 Instructional Directors and Department heads.
- 2008-2010 Director of Special Projects and Induction Coach, Chicago New Teacher Center. Managed the organization's professional development for both induction coaches and beginning teachers; defined mission and vision for new programs; contributed to strategic organizational decisions, advocated for induction coaches, and managed office operations; coached first and second year teachers in Chicago Public School K-8 classrooms; designed and delivered professional development for teachers and coaches.
- 2007-2008 Consultant, SchoolWorks, LLC, Beverly, MA. Partnered with Chicago Public Schools Office of New Schools to conduct charter renewal site visits and wrote reports for the comprehensive evaluation team, served on site visit renewal teams as researcher/writer in charter schools in New York and Michigan.
- 2002-2007 Teacher, Librarian, Director of Enrollment, Development Associate, and Director of Transition, Academy of the Pacific Rim, Hyde Park, MA. Taught 7th-12th grade special education in all subjects: managed Individualized Education Programs for moderately disabled students; developed a first-time library program, including independent reading, classroom libraries, circulation, collaboration with teachers in information literacy and research skills, and a long-term vision for the library program; recruited, admitted, and enrolled new students, including outreach to schools and families; assisted in marketing, outreach and fundraising; facilitated logistics and physical move of 475 students and 60 staff members during school renovation.
- 2000-2002 Smith Family Foundation Fellow (Administrator, Teacher, Advisor, Recruiter), The Steppingstone Foundation, Boston, MA. Planned, organized, and executed all aspects of student recruitment and admission for over 100 4th and 5th grade students enrolling in Steppingstone Academy; responsible for academic and social guidance for middle school students preparing them for admission to and success at independent and public exam schools, as well as oversight of faculty teaching these students.
- 1998-1999 Student Teacher, Calvin Hill Day Care Center, New Haven, CT. Assisted in the preparation and facilitation of curricula and programs in the classroom; received mentoring, supervision, and observation hours through the Yale Child Study Center; designed and taught educational activities for summer program.

SCHOLARSHIP OF PRACTICE

Papers

Oberman, M.E., Peurach, D.P., Spain, A.K., Drake, T.M. (2015). *Inquiry brief proposal: educational leadership and policy with building level certification*. University of Michigan School of Education. Ann Arbor, MI.

Oberman, M.E. (2013). *Accountability, coherence, and improvement: leadership reflection and growth in the Los Angeles Unified School District*. Harvard Graduate School of Education, Doctor of Education Leadership Capstone. Cambridge, MA.

Publications

Oberman, M.E. & Boudett, K.P. (2015). *Doing data right: eight steps to becoming data wise*. *Educational Leadership*, v73, November 2015.

Boudett, K.P., Cheng, S., Cohen, S., Gutierrez, N., Maldonado, K., Noble, K., Oberman, M., and Shannon, M. (2012). *Data Wise District-Wide in Evansville, Indiana* Teaching case published by Harvard Education Press. (Embargoed)

Presentations

- 2016, June The Binca Case: A Multi-Media Teaching Case. Invited instructor for Data Wise Summer Institute at the Harvard Graduate School of Education, Cambridge, MA.
- 2015, May Ed.L.D. in Action: Coaching, Immunity to Change, & Adult Development. Invited panelist at the Harvard Graduate School of Education, Cambridge, MA.
- 2014, June The Wester Case: A Multi-Media Teaching Case. Invited instructor for Data Wise Summer Institute at the Harvard Graduate School of Education, Cambridge, MA.
- 2013, August Introduction to the Instructional Core: “If you can’t see it in the classroom, it’s not there!” Invited presenter at Universal Charter Schools Transformational Leader Institute, Philadelphia, PA.

GRANTS

- 2016 Maren Oberman. *Pedagogical Book Club: Building Community & Capacity using bell hooks’ Teaching to Transgress: Education as the Practice of Freedom*. Faculty Communities for Inclusive Teaching. Center for Research on Learning and Teaching. University of Michigan. Ann Arbor, MI. \$1,000.

SELECTED PROFESSIONAL ACTIVITIES AND SERVICE

- 2016- Plenary Session Representative, University Council for Educational Administration.
- 2015- Co-Designer and Co-Facilitator, faculty sessions on navigating courageous conversations about race and identity through pedagogy.
- 2015 Co-designer and teacher with Simona Goldin at the TeachingWorks Elementary Math Lab: *Instructional Leadership through the examination of the High-Leverage Practices: Observation, feedback, and dialogue.*
- 2015- Data Wise Project Advisory Board Member, Harvard Graduate School of Education.
- 2015- Participant with clinical faculty colleagues in effort to foster discussion and collaboration among clinical faculty members at peer institutions on matters pertaining to Scholarship of Practice.
- 2014- UM-SOE representative, Michigan Association of Professors of Educational Administration.

TEACHING

Course Development and Instruction, University of Michigan

- Research and Educational Practice: Promoting a Culture of Inquiry in Schools (ED 695). Core course for Educational Leadership & Policy MA program. Focuses on establishing a sophisticated understanding of both the technical and adaptive challenges inherent in collaborative school improvement work. Students work to develop the habits of mind that support using collaborative inquiry into educational practice to shape equity-based school-level improvement efforts.
- Internship Seminar (ED 638). Core course for Educational Leadership & Policy MA program. Provides opportunities for students to reflect on their practice of enacting leadership capabilities in an authentic organizational context; and to develop leadership identities, dispositions, and values.
- Foundational Perspectives on Education Reform (ED 649). Required course for Master of Arts in Educational Studies with Elementary Teacher Education. Develops in the career educator an understanding of the tensions between ideas and practice, policy and implementation. Equips teachers to participate in current debates and take action in the educational policy sector.
- Instructional Coaching: Developing Cultural Relevance through Understanding Identity (ED 737). Elective course focused on studying the art and logic of instructional coaching through an equity-based lens; essential questions include queries about identity, social justice, and communication across difference.
- Instructional Leadership (ED 552). Required course for Leadership & Policy with Administrative Certification students. Emphasizes principles of collaboration, distributed leadership, inquiry, and cultural competence as central to instructional leadership. Empowers students to build trusting collegial relationships that support psychological safety, growth mindset, collective efficacy, and formative assessment.

Doctoral Student Advising, University of Michigan

- Dissertation Committee member
Amina Allen
- Preliminary Examination A Committee member
Dan Berger
Julie Freeman
- Preliminary Examination B Committee member
Dan Berger
Julie Freeman

Teaching Fellow, Harvard Graduate School of Education

- Adult Development with Bob Kegan, 2014
- International Lessons from Successful Education Systems with Pasi Sahlberg, 2014
- New and Aspiring School Leaders Institute with Pamela Mason, 2014
- Data Wise: Using Data to Improve Teaching and Learning with Kathryn Boudett, 2014
- Introduction to the Development and Implementation of Education Policy with Saeyun Lee, 2013
- Improving Schools – The Art of Leadership with Pamela Mason, 2013
- National Institute for Urban School Leaders with Deborah Jewell-Sherman, 2013
- Supporting Teachers for Instructional Improvement with Richard Elmore, 2011

Teaching Fellow, Harvard Kennedy School of Government

- Persuasion – The Science and Art of Effective Influence with Gary Orren, 2013