

CURRICULUM VITA

DEBORAH M. JEWELL-SHERMAN

BUSINESS ADDRESS

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EDUCATION

Doctor of Education, 1995
Harvard University
Graduate School of Education
Administration, Planning and Social Policy
Urban Superintendents Program

Master of Arts, 1992
Harvard University
Graduate School of Education
Administration, Planning and Social Policy

Master of Arts, 1981
Kean College of New Jersey
Educational Administration

Bachelor of Science, 1976
New York University
Elementary Education

PROFESSIONAL EXPERIENCE

**Professor of Practice, the Doctorate of Education Leadership, Harvard University
Graduate School of Education, August 2013 to the Present**

As a key faculty member in the design and inauguration of the Doctorate of Education Leadership program, I teach two year-long required courses for first year students. In the first course, Work Place Lab, students synthesize their learning from this and all other courses as they engage in real world projects for superintendents of urban districts and for educational organizations such as the Children's Defense Fund and Phi Delta Kappan. In the second course, Race, Equity and Leadership (REAL), students develop the knowledge, skills and

Deborah Jewell-Sherman
Professor of Practice

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predisposition to act to address issues of race and its impact on teaching, learning and school culture. The REAL course has been the foundation for one of HGSE's newest undertaking, the Certificate of Advanced Learning (CAEL) and the "Leading for Equity" module, which I have developed, was launched in late January 2017.

Over the past ten years, I have worked collaboratively on transitioning and specific problems of practice with Superintendent Barbara Jenkins, Orlando County Public Schools, and Chancellor Carmen Farina, NYC DOE. Additionally, I have served as mentor and thought partner with Superintendents Cindy Martin, San Diego Unified School District; Jen Cheatham, Madison, WI; Joe Ferguson, Ferguson, MO; and Meria Carstarphen, Atlanta, GA. I currently serve on the transition teams for the new superintendents of the Cambridge (MA) Public Schools, with Kenny Salim, and the Baltimore City Public Schools, with Sonja Santelises. During the spring semester, I worked with Superintendent Lisa Herring in the Birmingham (AL) Public Schools, and with interim Superintendent Stephanie Downs-Toledo of the Central Falls (CT) Public Schools.

While I have continued my work with the University of Johannesburg, in 2015-16 I began work with the leadership of the Qatar Education Foundation to help them transition from a confederation of independent schools into a school district. Additionally, I have worked with them on their strategic planning process and stakeholder engagement and have developed a webinar for them on leadership and communication. In concert with the American Partners, I have worked most recently with Universities in Ghana and Kenya on the expansion of online learning for students in their respective countries and throughout the continent.

Director, Harvard University Graduate School of Education, Urban Superintendent Program and Senior Lecturer, July 2008 to July 2012

Co-Director, HGSE Urban Superintendent Program and Senior Lecturer August 2008

In concert with Professor Robert Peterkin, I taught, mentored and continued the leadership of this doctoral program that prepares educators to lead urban school districts throughout the nation. I led the learning for the 19th and 20th cohorts of the doctoral program. Taught the Principals' Practicum and Licensure required course to the 2008-09 cohort of aspiring principals. Additional opportunities have included serving as steering committee member and core faculty for the new doctoral program, EDLD, which builds upon and expand the scope and number of educators who will be prepared to transform the educational sector so that this nation's students are better served.

Currently serve as Principal Investigator for the Collaboration between Faculty of the University of Johannesburg, South Africa and HGSE aimed at enhancing the leadership capacity of the principals and district office administrators in the Johannesburg (SA) Central School District. Additionally, serve as Faculty Advisor for the HGSE Principals' Center; as a member of the EDLD doctoral admissions committee; and have presented at numerous Programs in Professional Education institutes, have taught HGSE students in Master's and doctoral programs, and have presented at national conferences, superintendents' networks and school districts.

Superintendent, Richmond Public Schools, July 2002 – July 2008

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Propelled Richmond Public Schools to becoming a City supported and nationally recognized “Flagship” district by having every student and staff member experience success, each day, such that every school becomes fully accredited and students meet and exceed expectations for 21st Century learners. This encompasses working collaboratively with the nine-member School Board, school staff, parents, the Richmond Education Association, the Richmond Parent & Teacher Association, and community partners to achieve these goals.

Associate Superintendent, Richmond Public Schools, February 1998- 2002

Responsibilities include providing division-wide direction, coordination and leadership in the areas of curriculum development, instruction, supervision, accountability and educational services. Foremost responsibility has been the development and implementation of curriculum to address the Virginia Standards of Learning.

Acting Deputy Superintendent/Associate Superintendent, Richmond Public Schools October 1997 - February 1998

Key supervisory responsibilities encompassed supervision of principals (elementary and secondary), professional development and pupil services, public engagement of the civic and corporate communities, and safety and security.

Acting Superintendent, Richmond Public Schools, January 1997- October 1997

Major accomplishments include the assumption and fulfillment of the duties of the superintendent; the maintenance of forward momentum within the 28,000 student school district in the areas of instruction, safety and nurturance, budget and finance, human resources, and public engagement; and the assurance of stability and continuity within the district through an interim reorganization and enhanced communication with the Board of Education and the school community.

Associate Superintendent for Public Engagement and Leadership, Richmond Public Schools, July 1995 to January 1997.

Major accomplishments included enhanced and formalized educational partnerships and networking initiatives with City government; support service agencies; and civic, corporate, higher education, and religious communities; increased parental satisfaction and improved public perception about the quality and quantity of educational programs in the Richmond Public Schools; implementation of a professional development center, which is guided by a Professional Development Council and through which leadership development is addressed for all segments of the division.

Special Assistant to the Superintendent, Office of the Superintendent, Virginia Beach City Public Schools, July 1992 - June 1995.

Major accomplishments included designing, monitoring, and assessing of a division-wide enhanced student achievement plan, entitled Students Aimed for Excellence, which emphasized school site plans and corresponding staff development; developing of an alternative program to address student discipline; hosting the television program, In the Right Direction; serving as discipline hearing officer for elementary and middle school students; serving as elementary coordinator of eleven elementary schools designated as at-risk;

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performing as Deputy Clerk to the School Board; handling other special projects, duties, and responsibilities assigned by the superintendent.

Principal, A.W.E. Bassette Elementary School, Hampton City Public Schools, 1988 - 1991.

Major accomplishments included providing instructional leadership and administering day-to-day operations for the school; increasing student achievement as measured by school, district and state testing instruments; initiating a shared decision making governance structure with faculty, parents, and community; implementing a comprehensive Safe Harbor Program, which included parental and community volunteer and tutorial initiatives and was recognized as a national model; chairing a community collaborative for the City of Hampton, which encompassed the residents of public housing, other City agencies, and the police department; participating in a Federal Bureau of Investigations training model on community collaboratives.

Fairfax County Public Schools, Area II, Alexandria, Virginia, 1982 - 1988.

Served as acting and summer school principals; assistant principal; counselor for pilot implementation of district-wide counseling program; and teacher on the elementary and middle school levels.

English as a Second Language Instructor, Computer Science Corporation, Reston, Virginia, 1983 - 1984.

Taught English to Saudi Arabian adults, who were in the United States to develop a national census computer program for implementation in their country.

Adult Education, New Jersey Department of Education, Newark, New Jersey, 1978 - 1982.

Taught English and mathematics to pre-college and vocational students.

Head Teacher and Assistant Director, Nat Azarow Day School, Brooklyn, New York, 1976 - 1978.

Awards

2020 Recipient of the Dorothy Height Distinguished Alumni Achievement Award of New York University's Steinhardt School

HGSE QueerEd Faculty Advocate Award, May 2019

The Gregory R. Anrig Professor of Practice for Leadership Endowed Chair, 2017

Harvard Graduate School of Education, the Morningstar Family Award for Excellence in Teaching, May 2015

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American Association of School Administrators, Dr. Effie H. Jones Humanitarian Award, Houston, Texas, February 17, 2012.

American Association of School Administrators, 2008 Virginia Superintendent of the Year Leadership Award, San Francisco, February 2009.

Board Affiliations

The Children's Defense Fund, Board Member

The Nellie Mae Education Foundation, Board Member

The American College of Education, Board of Trustees

The New York City Leadership Academy, Board Member

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Publications

Jewell-Sherman, Deborah, *Demography Isn't Destiny*, Harvard Education Press, (anticipated publication is spring 2018)

Kathleen McCartney et al, *Improving the Odds for America's Children*, Harvard Education Press, 2014. Chapter Contribution: "Past as Prologue to the Future."

Peterkin, Jewell-Sherman, et al, *Every Child, Every Classroom, Every Day: School Leaders Who Are Making Equity A Reality*, Jossey-Bass, 2011.

Elmore, Richard, Editor. *I Use To Think and Know I Think . . . Twenty Leading Educators Reflect on the Work of School Reform*, Harvard Education Press, 2011.