

# David A. R. Trautman

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## EDUCATION

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### University of California, San Diego

*Ph.D., Education Studies*

Expected May 2025

### Teachers College, Columbia University

*Ed.M., Education Leadership*

October 2015

### University of California, Berkeley

*M.A., Latin American Studies*

Thesis: *The Comunidad Educativa Mahatma Gandhi: An Intersectional Approach to School Choice and Alternative Education in Chiapas, Mexico*

May 2012

### University of Arizona

*B.A., Honors in Anthropology and Latin American Studies, Minor in Spanish (GPA: 3.74/4.00)*

May 2007

## RESEARCH INTERESTS

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Educational equity, school leadership, school district reform, social network analysis

## PROFESSIONAL EXPERIENCE

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### Performance Coach

*District Management Group: Boston, MA*

September 2021-May 2022

- Coach school teams in Los Angeles Unified School District in the Breakthrough Teams process, developing internal capacity for regular cycles of inquiry around student needs and instructional strategy.

### Principal

*Oneonta Elementary School, South Bay Union School District: Imperial Beach, California* July 2018-September 2020

- Led instructional practice and operations for a school of approximately 460 students, 73% of whom qualify for free or reduced-price lunch; supervise 25 certificated staff and 32 classified staff.
- Launched a comprehensive data monitoring and intervention system to ensure that all students receive adequate academic supports in literacy instruction in the 2019-2020 school year, resulting in 125 students receiving targeted supplemental support outside of core instruction.

### Assistant Director of Leadership and Professional Learning

*Leadership and Professional Learning Specialist*

March 2018- July 2018

July 2016-February 2018

*Jacobs Institute for Innovation in Education, University of San Diego: San Diego, California*

- Supported school and district leaders in developing strategic professional learning plans to shift classroom practice and student learning outcomes; developed and led professional learning for teachers, administrators, and district leaders to support equity and innovative teaching in classrooms.
- Managed partnership between the Jacobs Institute and School Retool at the Stanford d.School; worked as an Apprentice Coach for the Spring 2018 Principal Cohort

### Assistant Director

*Leonardo da Vinci Health Sciences Charter School: Chula Vista, California*

August 2014-July 2016

- Coordinated the implementation of school-wide Positive Discipline and Restorative Practices through teacher observation-debrief cycles and consultations with teachers, families, and students, leading to a 30% reduction in office discipline referrals from 2014-2015 to 2015-2016.
- Collaborated with the Director to create systems to improve student achievement, including revising the SST process, creating a weekly data-inquiry cycle, and establishing a school-wide Discipline Guide.

## 2<sup>nd</sup> and 3<sup>rd</sup> Grade Teacher

August 2012-June 2014

*Berkley Maynard Academy, Aspire Public Schools: Oakland, California*

- Facilitated and planned school-wide trainings on key Aspire data analysis tools and support grade-level teams with data-based reflection and inquiry as the school-site Data Driver (2013-2014 school year).
- Collaboratively designed instructional units for whole-class and small-group instruction, resulting in a class average of 75% mastery in math and 80% mastery in language arts standards, measured by California standardized tests.

## Kindergarten and 2<sup>nd</sup> Grade Teacher

August 2007-June 2010

*Anthony P. Russo Academy, ARUSD/Teach For America: San José, California*

- Planned rigorous curricula using integrated ELD strategies and tailored interventions, resulting in a class average of 85% mastery in math standards, 80% mastery in language arts standards, and 1.31 years of growth in reading.
- Collaborated with district teachers and leaders to design and implement a district-wide training curriculum for classroom technology integration through Promethean interactive whiteboards.

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## HIGHER EDUCATION AND ADULT TEACHING EXPERIENCE

### Practitioner Faculty

*High Tech High Graduate School of Education: San Diego, California*

June 2022-present

- Collaboratively design and facilitate the three-quarter capstone series focused on students designing, implementing, and sharing an equity-focused improvement project that leverages Improvement Science tools for the Master's in Education Leadership program.

### Instructional Assistant

August 2020-present

*University of California, San Diego: San Diego, California*

- Teaching Assistant for DOC 1: Reading Diversity (Fall '22; 50%); EDS 117: Language, Culture, and Education (Winter '22; 50%) & EDS/SOC126: Social Organization of Education (Fall '21; 50%); Reader for EDS/SOC126: Social Organization of Education (Winter '21, Spring '21; 25%) & EDS 117: Language, Culture, and Education (Fall '20; 25%)

### Core Faculty

June 2018-present

*RISE Urban Principal Pipeline: San Diego, California*

- Collaboratively design and facilitate the RISE Urban Principal Pipeline, a cohort-based program to develop urban school leaders of color, in partnership with faculty from RISE San Diego, the University of San Diego, the University of California, San Diego, and the San Diego County Office of Education

### Lecturer

March 2018-April 2018

*University of San Diego: San Diego, California*

- Facilitated a six-week graduate course titled *Leading Professional Learning Communities* in the School of Leadership and Education Sciences online Masters of Education program.

### Graduate Student Instructor

August 2010-May 2012

*University of California, Berkeley: Berkeley, California*

- Facilitated weekly discussions for undergraduates in: *World History* (Spring '12, 50%); *Introduction to Latin American Studies* (Fall '11, 50%; Fall '10, 25%); *Introduction to Peace and Conflict Studies* (Spring '11, 50%)

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## PUBLICATIONS AND PRESENTATIONS

### BOOK CHAPTERS:

**Trautman, D., Caduff, A., & Daly, A. J.** (in press). The role of relationships: Illustrating system-wide disruption on leadership networks. In Y. H. Liou & A. J. Daly (Eds.), *The relational leader: Catalyzing social networks for educational change*. Bloomsbury.

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Mamas, C. & **Trautman, D.** (in press). Leading towards relational inclusivity for students identified as having special educational needs and disabilities. In Y. H. Liou & A. J. Daly (Eds.), *The relational leader: Catalyzing social networks for educational change*. Bloomsbury.

**Trautman, D.**, Jones, M., Bagula, F., & Green, Z. (2022). Emancipatory leadership development in action: The RISE Urban Principal Pipeline. In K. Brown, S. Rodriguez, & R. Papa (Eds.), *Recipes to Combat the 'ISMS' Volume 1* (pp. 85-92). Lulu.

CONFERENCE PAPERS:

Mamas, C. & **Trautman, D.** (2023, May 4). *Defining and exploring relational inclusivity* [Paper Presentation]. AERA 2023: Chicago, IL, United States.

Lockton, M., Van Halem, N., & **Trautman, D.** (2022, April 25). *Balancing tensions to increase equity through system-wide instructional innovation* [Paper Presentation]. AERA 2022: San Diego, CA, United States.

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AWARDS, GRANTS, AND ACADEMIC HONORS

- Katzin Prize, *University of California, San Diego* September 2020  
The Katzin Prize is awarded to the top academic doctoral students entering UC San Diego.
- Aspiring Principal Scholarship, *Teachers College, Columbia University* June 2014
- Summer Research Grant, *University of California, Berkeley* March 2011
- Graduate Division Block Grant, *University of California, Berkeley* August 2010
- Powers Award, *University of California, Berkeley* August 2010
- Teacher of the Year, *Anthony P. Russo Academy* May 2009
- Outstanding Senior in Latin American Studies, *University of Arizona* May 2007
- Undergraduate Research Grant, *University of Arizona* January 2007
- Out of State Tuition Waiver, *University of Arizona* August 2003-May 2007

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CERTIFICATIONS

- California Clear Administrative Services Credential October 2015
- California Clear Multiple Subject Teaching Credential November 2010

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LANGUAGES

- Spanish: advanced proficiency in reading, writing, and speaking
- Portuguese: basic proficiency in writing and speaking, intermediate proficiency in reading