



SYMPOSIUM BREAKOUT SESSION
TUESDAY, OCTOBER 25, 2022 | 1:15-2:15 PM ET

Teaching Players to Play Instead of Selecting Superstars: The Collective Responsibility of Transforming Public Education Systems

PRESENTERS:

- David Adams, Urban Assembly
- Delia Veve, Urban Assembly Media High School



Cordelia Veve

Principal, UA Media High School

Delia Veve was a member of the founding cohort of the Summer Principals Academy at Teachers College and has been the principal of Urban Assembly Media High School (UAM) in Manhattan since 2009. She began her unexpected career in education as a New York City Teaching Fellow teaching English and Special Education in the Bronx. There she was challenged and rewarded with the task of teaching reading to 15 year-olds and went on to become a literacy coach.

Delia has brought her passion for reading to UAM alongside her belief that the development of social emotional competencies is critical to the development of learning communities. UAM piloted the Urban Assembly's Resilient Scholars Program and is recognized nationally for its dedication to SEL. Building on the belief that literacy is a fundamental skill that must be taught and developed through high school, UAM has built a school-wide literacy program.

The power of UAM's progress over time has been the collaboration of teams of teachers and a deep investment in the continual development of all members of the community. This commitment led Delia to spend a year as a New Principal Coach. During this year she honed her skills coaching school leaders. The experience strengthened Delia's belief in the power of coaching to support growth. After returning to UAM after a year of coaching, Delia has worked with the UAM community to build coaching opportunities for teachers, staff and students.



David Adams

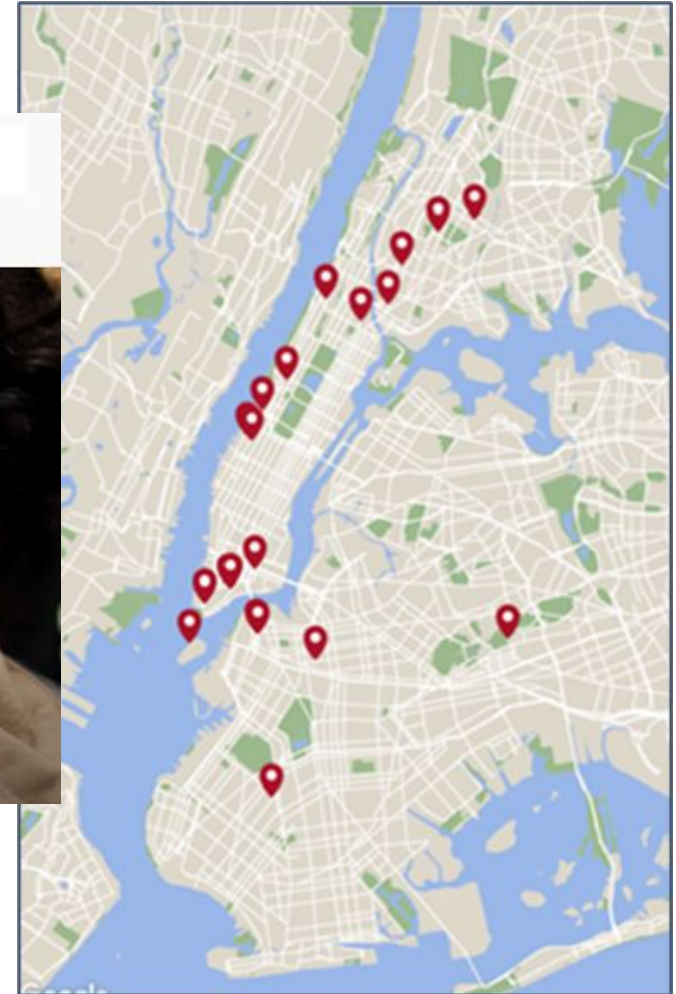
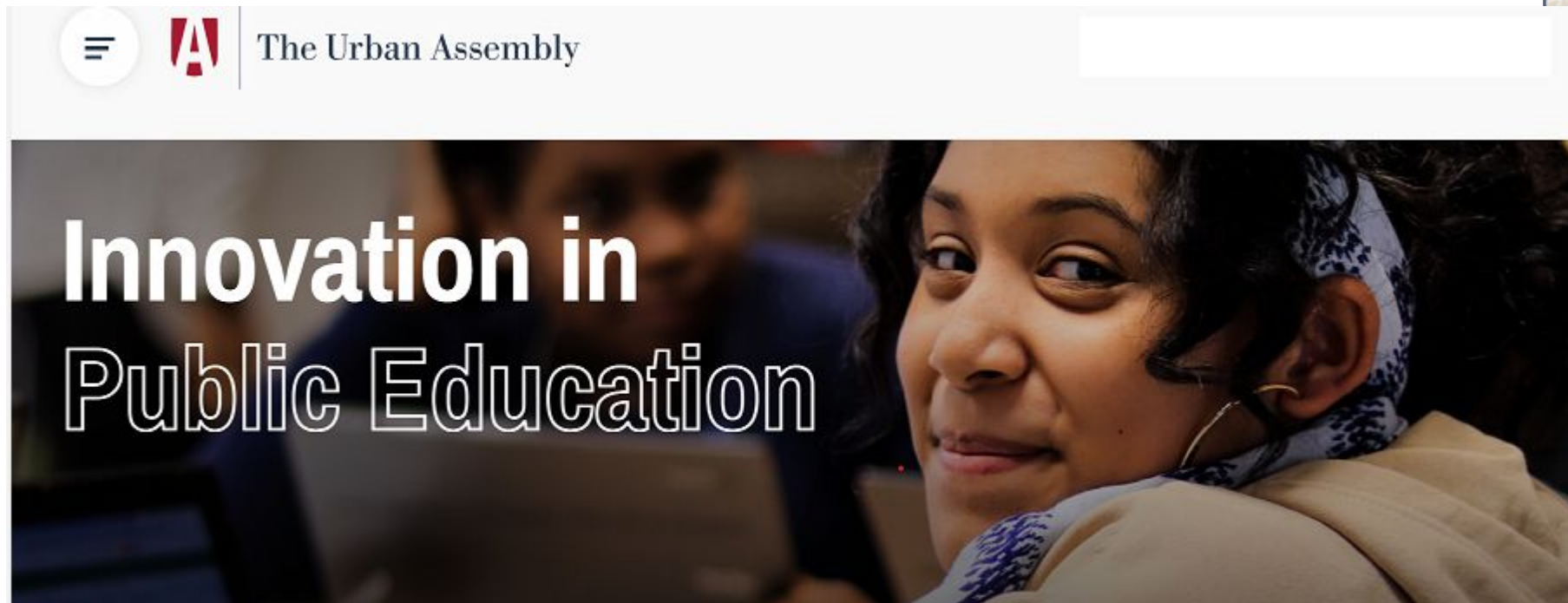
Chief Executive Officer, The Urban Assembly

David is the Chief Executive Officer of the Urban Assembly. He started with the UA in 2014 as the Director of Social-Emotional Learning, where he created the Resilient Scholars Program (RSP), a unique approach to integrating SEL into curriculum and classroom practices across the UA network. RSP has grown into a national program, serving schools and districts in Los Angeles, Houston, Syracuse, and other cities. As the Senior Director of Strategy, David led the expansion of the organization into a model provider of school support, with an emphasis on innovation and equity in public education. In 2021, David received the Champion of Equity Award from the American Consortium for Equity in Education. David sits on the board of CASEL and is an author of *The Educator's Practical Guide to Emotional Intelligence*, and a co-author of the textbook, *Challenges to Integrating Diversity, Equity, and Inclusion Programs in Organizations*. He is a Civil Affairs Officer in the Army Reserve and holds an M.Ed in Educational Psychology from Fordham University.



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Intro to Urban Assembly Media High School



Essential Question

How might our schools be different if we approached challenges as problems to solve rather than insurmountable barriers to outcomes?



Guiding Values

Public Schools should strive to educate all young people within the community we serve

Student growth is possible across a range of performance and potential

Quality instructional interactions are the most important aspect of student growth



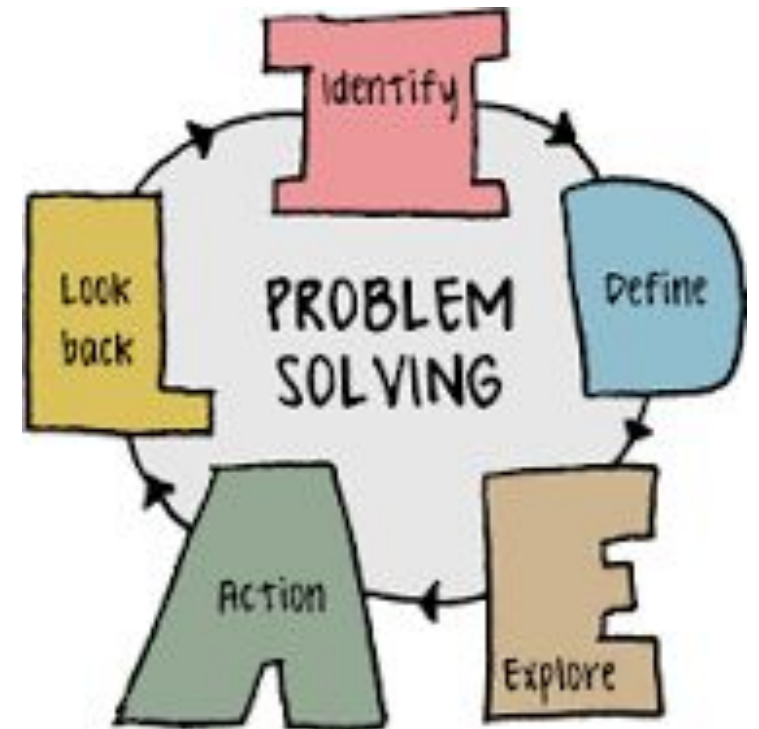
Solving Problems Improves Student Outcomes

What was the problem?

What were the constraints or barriers to address the problem?

What did you do?

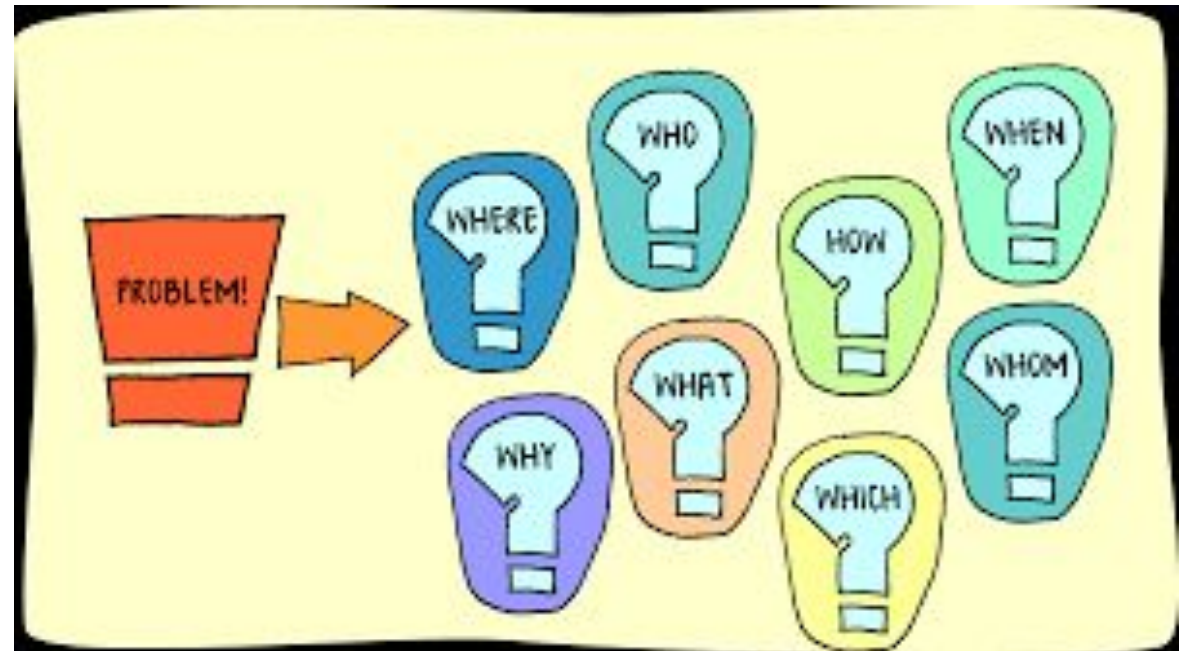
What tradeoffs did you make?



Problem Set #1: Literacy

Majority of students enter 9th grade below or far below reading level

How might we ensure that UAM students are graduating college, career and community ready?



REFLECTIONS

How is the literacy challenge similar or different from challenges at your school?

How does UAM's solution set resonate with approaches in your building?

In what ways do UAM's values show up in their solution to the challenge?



Problem Set #2: Student Decision Making

Many students have not yet developed robust problem solving schemas when they enter UAM

How might we enhance number, diversity, and effectiveness of problem solving strategies students need to be successful at school, home, and life?



REFLECTIONS

How is the decision-making challenge similar or different from challenges at your school?

How does UAM's solution set resonate with approaches in your building?
In what ways do UAM's values show up in their solution to the challenge?



Problem Set #3: Teacher Development

Many high school teachers pride themselves in being a content specialist, which can lead to an overemphasis on teaching vs a focus on learning

How might we organize a teacher development approach that increases the toolkit of secondary teachers around challenges in student learning?



REFLECTIONS

How is the teacher development challenge similar or different from challenges at your school?

How does UAM's solution set resonate with approaches in your building?
In what ways do UAM's values show up in their solution to the challenge?



Discussion prompts

How does a problem solving frame aid or hinder the ability to improve outcomes in our schools?

What surprised you about how UAM moved through the problem sets of a Principal Veve presented?

What are some takeaways for you and your schools?



Thank you!

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Share Your Thoughts

Participate in our one-minute poll (link in chat box)

