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| **Velma L. Cobb, Ed.D., CPCC, ACC** | **Contact:** |
| **Telephone:** Work: 212 463-0400, Ext 5386Cell: (646) 678-1210**Email:** velma.cobb@touro.edu[**https://www.linkedin.com/in/velma-l-cobb-ed-d-cpcc-acc-0a953052/**](https://www.linkedin.com/in/velma-l-cobb-ed-d-cpcc-acc-0a953052/) |
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| **Areas of Specialization** |
| * Group Facilitation
* Cultural Responsive Practice
* Parent Engagement
* Positive & Culturally Responsive Environments
 | * Coaching & Leadership Development
* Social & Emotional Learning
* Training & Technical Assistance
 | * Equity & Inclusion
* Wellness Systems Change
* Organizational Development
* Mindfulness & Contemplative Practices
* Emotional Intelligence
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| **Experience** |
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| **Touro College, NY**  |  **2016 – 2018** |
| **Director, Lander Center for Educational Research & Associate Professor, Graduate School of Education**  |  |
| Work within the Lander Center encompasses three overarching areas, each building on and working collaboratively with the other. Areas of the Lander Center work include: * Advancing Inclusive Teaching and Learning in P-12 Educational Settings
* Faculty Resource and Development Center
* Research

The Lander Center helps states, districts, and public schools plan and implement policies and practices that promote access to high-quality education for all students. The Center provides technical assistance, consultation, team facilitation, and professional learning opportunities related to: culturally responsive teaching (CRT); equity, access and inclusion; social and emotional learning (SEL); special education; and English Language Learners. In an effort to help all students meet high standards and close persistent achievement gaps, the Lander Center partners with school systems and districts to find solutions to equity challenges in schools, and to support the implementation of equitable, culturally responsive practice. The Touro College Lander Center is a NYSED approved CTLE provider. The TCUS Faculty Resource and Development Center (FRDC) provides the opportunity for faculty from schools across the college and university system to exchange ideas and practices with the goal of strengthening instruction and engagement of the students we serve. Lastly, the Lander Center undertakes research projects to examine habits of mind that engender continual inquiry into, analysis of, and reflection on student learning and the teaching practices that most effectively support high quality learning.  |

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| **Touro College, NY 2016 -2017** |  |
| **State Coordinator, Center for Education Equity**Cobb serves as the State Coordinator for New York, New Jersey, and the Virgin Islands, three of the Mid-Atlantic Equity Consortium (MAEC), Inc.'s Center for Education Equity (CEE) 15 Region I states. MAEC’s CEE is one of four equity assistance centers funded by the U.S. Department of Education, Office of Elementary and Secondary Education. CEE is authorized to provide technical assistance and training, upon request, in the areas of race, sex, national origin, and religion to state and local school districts, public schools, and other responsible governmental agencies to promote equitable education opportunities. MAEC’s multi-tiered system of services promotes and supports:* Appropriate implementation of civil rights laws
* Socioeconomic diversity to increase academic achievement
* High-quality culturally proficient teachers and leaders
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| * Positive and safe school climates
* Access to high-quality and rigorous curriculum
* Use of disaggregated data to drive decision-making
* Family, school, and community engagement
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| **Touro College, NY**  |  **2008 – 2016** |
| **Co-Principal Investigator & Director,Equity Assistance Center, Region I** |  |
| Co-Principal Investigator and Director of the Region II Equity Assistance Center (EAC) serving New York, New Jersey, Puerto Rico and the Virgin Islands. Housed in the Graduate School of Education (GSE), at Touro College, in New York City, the EAC works in partnership with WestEd’s Learning Innovations Program. The EAC helps states, districts, and public schools plan and implement policies and practices that promote access to high-quality education, for all students. EAC II is one of ten regional equity assistance centers, funded by the U.S. Department of Education, under Title IV of the Civil Rights Act of 1964. EAC II provides technical assistance, resources, and professional learning opportunities related to equity, civil rights, and systemic school reform throughout the region. EAC II partners with school systems and districts to find solutions to equity challenges in schools, in an effort to help all students meet high standards, close persistent achievement gaps, and support the implementation of equitable, culturally responsive practice. |
| **National Urban League, NY** |  **1996-2008** |
| **Vice President, Education and Youth** Directed all education, youth development, and parent engagement work of the National Urban League (NUL). Provided leadership to the National office and more than 100 affiliates in 34 states and the District of Columbia, on education and youth development issues. Directed the *Campaign for African American Achievement*, the League’s premier education and youth development initiative. The *Campaign* is a community change initiative focused on closing the achievement gap for greater numbers of young people of color and rebuilding an infrastructure to support their growth and development. Components of the initiative included early and adolescent literacy development, college readiness for middle and high school students, and after school supplemental educational supports. The vice president served as a member of the President’s senior team and oversaw the development of agency policies in the areas of education, youth development and parent engagement. Managed a 26 million dollar budget including the largest philanthropic grant to NUL in its 95-year history during her tenure at the League.

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| **Banks Street College of Education, NY 1997 – 2007**  |
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**Adjunct Professor, Leadership Programs - Leadership for Educational Change/Special Education & Principals’ Institute** Graduate level courses in educational leadership, policy development, organizational foundation, adult development, and qualitative research.  |
| **Teachers College Columbia University, NY** |  **1991-1996** |
| **Deputy Director, National Commission on Teaching and American’s Future, (NCTAF)**Directed staff activities of the Commission in the development of a policy blueprint for the recruitment, preparation, induction, and ongoing professional development of teachers and administrators. Administered all Commission operations: the organization of meetings, commissioned papers and research, public forums, and policy development. Served as Co-principal Investigator for a comparative study of teacher preparation and professional development involving 11 members of the Asia-Pacific Economic Cooperative (APEC).**Senior Research Associate, National Center for Restructuring Education, Schools and Teaching (NCREST)**Staffed the NCREST Professional Development Schools (PDSs) Network; a network of national and state PDS coalitions, individual PDS sites, and educational leaders working to connect reforms in teacher education with efforts to restructure schools. PDSs are a special case of school/college partnerships focused on preparing new teachers, the ongoing professional development of school- and university-based educators, collaborative research into teaching and learning, and a commitment to individually and collectively improving student learning.  |

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| **Summary of Other Experiences** |
| Certified leadership coach, learning curator, trainer and structured facilitator to education and not-for-profit executives, thought leaders, and organization teams utilizing a whole-brain learning approach. A thought partner that support leadership and organizational transformational development and growth offering The Leadership Circle© suite of 360 assessment tools, mindfulness and other contemplative practices.  |
| **Selected Publications** |
| *Being in School Transformation Toward Equity and Social Justice*. (Chapter). In Patricia A. Jennings (Ed) Transforming School Culture with Mindfulness and Compassion. New York, NY: Guilford Press.(Publication pending).*The Question about the Question: Transforming Educational Policy from the Inside Out.* (July 2017). Social Justice, Inner Work & Contemplative Practice: Lessons & Directions for Multiple Fields. The Initiative for Contemplation, Equity & Action (ICEA), Vol. 1 No. 1, Center for Contemplative of Mind in Society. Response to “Evaluating No Child Left Behind” by Linda Darling Hammond. The Nation, May 21, 2007. Article can be found on the web at http://www.thenationa.com/doe/20070521/darling-hammond. *A community building approach to educational improvement: The National Urban League* (2005). In Edmond Gordon & Beatrice Bridglall (Eds.) Supplemental Education. Rowman & Littlefield.*An international comparison of teacher education* (1999, November). ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education. American Association of Colleges for Teacher Education, Washington, DC. *Rethinking teacher leadership through professional development schools* (1995, September). With Linda Darling-Hammond and Marcella Bullmaster. In Mark Smylie (Ed.) The Elementary School Journal, Vol. 96(1), pp. 87-106.Teacher preparation and professional development in APEC members: A comparative study (1995). Edited with Linda Darling-Hammond. Office of the Under Secretary, U.S. Department of Education. Washington, DC: U.S. Department of Education.*Teacher preparation and professional development in APEC members: An overview of policy and practice* (1995). With Linda Darling-Hammond and Kavemuii Murangi. In Linda Darling-Hammond and Velma L. Cobb (Eds.). Teacher preparation and professional development in APEC members: A comparative study. Office of the Under Secretary, U.S. Department of Education. Washington, DC: U.S. Department of Education, pp. 1 -16.*The changing context of teacher education* (1996). With Linda Darling-Hammond. In Frank B. Murray (Ed.), The Teacher Educator’s Handbook: Building a Knowledge Base for the Preparation of Teacher. Sponsored by the American Association of Colleges for Teacher Education. San Francisco, CA: Jossey-Bass, Inc., pp. 14 - 62.*The teaching profession and teacher education in the United States* (1995). With Linda Darling-Hammond. In Linda Darling-Hammond and Velma L. Cobb (Eds.). Teacher preparation and professional development in APEC members: A comparative study. Office of the Under Secretary, U.S. Department of Education. Washington, DC: U.S. Department of Education, pp. 221-240. |
| **Workshops, Presentations & Other Professional Activities** |
| **The Association for Contemplative Mind in Higher Education** (ACMHE), 7th Annual Conference, October 8 – 11, 2015, Howard University. Presented interactive session, *The Art of Becoming: Finding Your Bigger Game* building off the conference theme of Building Just Communities*.***Virginia Tech Aspirations for Learning Symposium**, November 2 -3, 2014, Blacksberg VA. Panelist based on paper (publication pending), *“Who do you want to be in the world? Creating space for self-understanding and integrity”*, for aspiration topic of “Self-Understanding and Integrity” to foster a culture of learning and to develop in faculty and students, interpersonal awareness, intentional actions, and self-reflection.**Society for Intercultural Education, Training, and Research** (SIETAR - USA) 14th Annual Conference, October 22-25, 2014, Portland OR – Workshop presentation: *“Developing Intercultural Leadership through Mindful Leadership”* for intercultural leaders to develop and enhance engagement, communications, and positive environment. **Chief Learning Officer Symposium**, March 17-20, 2013, Workshop presentation *“Play Your Bigger Game: Taking Authentic Leadership to the Next level”*, Hyatt Lost Pines Resort & Spa, Austin TX.**Quality Education for Minorities** (QEM) Network Fifth Anniversary and Fifth Annual Meeting Conference of the QEM Mathematics, Science, and Engineering (MSE) Network. *Teacher Preparation and Professional Development* (panel member). February 17, 1996, Washington, DC. **American Association of Colleges for Teacher Education** annual meeting, *Starting and Sustaining a Professional Development School*(mini-course co-directed with Lee Teitel). Chicago, February 21, 1996 and Washington, DC, February 12, 1994.**American Educational Research Association** annual meeting, *Starting and Sustaining a Professional Development School*(mini-course co-directed with Lee Teitel). New Orleans, April 8, 1994.**American Educational Research Association**, Symposium at the 1995 annual meeting. *This Too Shall Pass:Measures of Quality for Professional Development Schools* (facilitator). San Francisco, CA, April, 1995. **Virginia Association for Supervision and Curriculum Development,** Keynote address at the Annual Conference, *Professionalism in Education: Creating A Common Vision*. Williamsburg, Virginia, December 2, 1994.**American Educational Research Association**, *Accreditation as an Accountability Mechanism for Professional Preparation*. Breakfast symposium at the annual meeting in New Orleans, April 7, 1994.**New Jersey Education Association**, *Professional Development Schools: Restructuring Teacher Preparation and Continuing Staff Development* (panel member). Annual Convention, Atlantic City, NJ, November 10, 1994.**American Educational Research Association**, *Accreditation in Teacher Education*. Paper presentation annual meeting in Atlanta, GA, April 14, 1993.  |
| **Select Service, Awards & Honors** |
| *Co-Lead,* **Initiative on Contemplation, Equity & Action** *(ICEA). 2015-2017.**Advisory Board,* **Next Generation Venture Fund**, Center for Talented Youth, John Hopkins University & Talent Identification Program, Duke University. 2006 – 2008.*Advisory Board*, **National Center for Education, Schools and Teaching** (NCREST), Columbia University Teachers College, 2002 – 2004.*Advisor*, **Recruiting New Teachers**, Inc., Toolkit Project, 2001.*Advisory Committee*, American Association of Colleges for Teacher Education, Building a World Without Aids, **CDC Teacher Education Project**, June 2001 – September 2003. *Life Skills Policy Advisory Board*, Interactive, Inc., **Youth Smoking Cessation Project**, January 2000 – June 2002. *Member*, Research Committee, **PDS Standards Project**, National Council for the Accreditation of Teacher Education (NCATE), November 1995 – October 1996.*Co-president*, **Professional Development Schools (PDS): SIGs**; American Educational Research Association (AERA); April 1995 – October 1996. *Board Member.* **Policy Board of the Maryland Professional Development Schools Consortium**, Maryland State Department of Education, Division of Certification and Accreditation, and the Maryland Higher Education Commission. November 1995 – September 1996.*Mentor*. **Staff Development Academy**, National Staff Development Council, Arlington, VA, March 1994 - December 1995. |
| **Education** |
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| **Teachers College, Columbia University,** New York, NY, 1993, Doctor of Education (Ed.D.)**Graduate School of Education, Harvard University,** Cambridge, MA, 1976, Master of Education (M.Ed.) **Brandeis University**, Waltham, MA, 1975, Bachelor of Arts (AB), *cum laude*, Honors in Psychology. ***Additional Preparation*****Coaches Training Institute** (CTI), Certified Professional Co-active Coach (CPCC), 2012**International Coaching Federation** (ICF), Associate Certified Coach (ACC), 2012**The Leadership Circle Profile© and Culture Survey 360 Assessments**, Certified Practitioner 2013**Bigger Game**©, It’s All Made Up, Inc., Licensed 2013**Organizational and Relationship Systems Coaching** (ORSC), Fundamentals**Institute for Mindful Leadership**, 2014**Search Inside Yourself Leadership Institute** (SIYLI), 2014**Contemplation in Higher Education Summer Institute**, The Association for Contemplative Mind in Higher Education (ACMHE), 2014**CARE** (Cultivating Awareness and Resilience in Education) for Teachers, 2014, 2016, Junior Facilitator 2018**Transformation in Educational Leadership (TEL) Fellow,** 2018-19**Mindfulness-Based Stress Reduction (MBSR)**, Center for Mindfulness, University of Massachusetts-Boston (2018).  |  |
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