



DISTRICT CHALLENGE

How can the NYC Department of Education (NYCDOE) implement a developmentally appropriate math curriculum with fidelity for four year olds as part of a city-wide initiative to provide high-quality, full-day pre-K to nearly 70,000 students?

APPROACH

NYCDOE partnered with the Bank Street Education Center to support pre-K teachers and leaders in implementing the Building Blocks math curriculum, a developmentally appropriate 30-week curriculum. By building cycles of professional learning and coaching and implementing opportunities for inquiry throughout, the Education Center aimed to help teachers and leaders achieve a common vision of what “good” early childhood math education looks like.

In the 2017-18 school year, Bank Street worked with approximately 1,452 teachers in two cohorts – those in their first year of support received 18 coaching visits; those in their second year of support received 12 coaching visits. By the end of the year, the Education Center also held a total of 16 professional learning sessions, including a two-day Summer Institute, to support teachers and leaders in implementing the Building Blocks curriculum.

DESIGN

Strategic Planning

- Co-created the coaching model, methods, and strategies with the NYCDOE.
- Co-created systems and structures (for example, coach visit logs, training materials, and coach support structures) for coaches with the NYCDOE.

Curriculum

- Each of the professional learning sessions emphasized timely content for the teachers and leaders aligned to the Building Blocks curriculum and NYCDOE units of study, including references to relevant assessments.

**Approximate Pre-K Student
Population:** 69,510

**Current Project Reach as of
2017-18**

Approximately 67,410 students
3,715 classrooms
Approximately 7,430 teachers
1,276 site leaders



Our Partnership With NYC Pre-K Explore

Professional Learning

- Coaches made ongoing and regular support visits to teachers implementing the Building Blocks curriculum to observe classrooms and discuss how implementation was progressing and where additional supports were needed.

IMPACT

There has been a noticeable change in practice in classrooms across the city related to the implementation of the Building Blocks curriculum. In 72 percent of classrooms, coaches reported average growth in the culture of math throughout the classroom; specifically, coaches observed a 24 percent increase in the use of math language and concepts throughout the day. Evidence included children observed talking about math outside of specific math activities, teachers incorporating math into activities throughout the entire day, teachers using math language with children throughout the day, and teachers integrating math activities into other units of study. In addition, the majority of teachers reported that the professional learning sessions provided clear guidance on how to implement Building Blocks in their classrooms.

All of the site leaders reported that the information they learned at the professional learning sessions helped them support their teachers in implementing Building Blocks. They also reported that the feedback they received from their coach helped them support teachers in implementing Building Blocks.



“The kids sat down and the teachers really differentiated—they had kids who didn’t speak English and kids who were way over who needed a challenge. Those kids sat there with a grin on their face, they felt so good about themselves. The teachers created a safe space where they felt successful and accepted.” —Coach

“[Teachers say,] ‘Now I see all the strategies and nuances that I should be looking for.’ It’s pretty much because they have been mathematized. They are putting on their math lenses and seeing the world differently.” —Coach

“[What makes coaching effective is] allowing the person you’re coaching to try to develop their ideas on their own. You’re not just telling them the answers but trying to have them be intentional and reflective and try different things out.” —Coach