Bank Street College of Education

All College

October 22, 2018

Agenda

WELCOME!

Please come in and grab a snack!

I. Welcome and Introductions (5 mins)

II. DERO Giving Day Announcement (5 mins)

III. Remarks from Shael (15 mins)

IV. Graduate School Breakout Sessions (30 min)

Join Us for Bank Street's Second Annual

ALUMNI & FRIENDS GIVING DAY!



Tuesday, November 27, 2018

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Contact Us!



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2018 Bank Street Graduates at a Glance

- 309 teachers, leaders, and other educators received their master's degree or certificate from Bank Street last school year
- 40 eighth graders graduated from the School for Children in June
- 18 students graduated from the Family Center last year, 8 of whom are joining the School for Children community this fall
- 32 four- and five-year-olds completed Bank Street Head Start this June and are moving onto kindergarten in the fall
- 34 seniors completed our Liberty LEADS program

Providing High-quality Learning Opportunities for Children

- In addition the school's ongoing commitment to diversity, equity, and social justice, the School for Children completed the development of a five-year strategic plan that aims to deepen understanding and practice in the areas of student support and differentiated instruction; school culture through the enactment of a shared behavioral framework; faculty support and development; STEAM articulation and programming; and overall curricular alignment within and across age levels.

- The Summer Camp served over 500 campers and helped train 26 high school students in the Leadership Development Program.

- The Family Center began using an app to deliver daily communications to families and held its first ever reunion.

- Bank Street Head Start partnered with Graduate School faculty to strengthen instruction and worked with the Bank Street Library to complete a reorganization of its school and classroom libraries.

- 91% of the high school seniors in Liberty LEADS graduated on time this spring and 100% of them are matriculating into college this September.









Preparing Educators Who Know How to Help Students Learn

The intellectual life of the Graduate School has continued to grow and deepen through extended work on equity and social justice and ongoing efforts to research and document Bank Street's instructional work and expertise. This includes a revamped focus for the Centennial Innovation Fund on the developmental-interaction approach and the publication of five Snapshots of Practice, which explore our work in schools, communities, and at the College through multiple lenses.

The Graduate School is also actively working to expand programming online and graduated three special cohorts of students this year: the first cohort of students in the Early Childhood Urban Education master's degree program and the second and third cohorts of early child care practitioners participating in the Guttman Center for Early Care and Education in East New York.

Creating Meaningful Change at Scale



The Center on Culture, Race and Equity is working in the Bronx, Harlem, Manhattan, Utica, and Newark to address race and equity on three levels—personal, professional, and institutional. Our work with early child care centers in the South Bronx led to a six-fold increase in male family engagement at Grand Concourse Learning Center.



Prepared To Teach is working with over 20 district/preparation program partnerships across seven states, has launched a national media campaign featuring videos of teachers and former teachers, and has already successfully supported approximately $80 million in new dollars flowing towards residency work in California, Virginia, Colorado, and New York.



The School System Partnerships and Programs team completed a multi-year instructional improvement project to build continuous learning structures for teachers and leaders in four districts in upstate New York and has led a number of new projects across the country focused on instructional coherence, early childhood, and math, including its ongoing coaching partnership as part of the NYCDOE's Universal Pre-K initiative.

The New Program Design team has collaborated with faculty and staff across the College to develop and incubate new programs, including a partnership with the NYCDOE and All Our Kin to increase the knowledge and capacity of family childcare providers in two districts and efforts to develop early childhood partnerships in Harlem, Newark, and New Haven.



Strengthening the Community

- Negotiated a new labor agreement with the Bank Street Professionals Employee Federation (PEF) that was ratified unanimously by its members.

- Completed third summer of renovations at 112th Street, including beginning a two-part improvement of the elevator system by upgrading one car, replacing all of the flooring materials on the 2nd and 3rd floors, and completing repairs of the building's façade.

- Continued to expand discussions around race and identity, including through monthly meetings of the Social Justice and Equity Committee with discussions focused on issues of intersectionality, gun violence, gender identity, and white privilege.

- Expanded cabinet to bring additional voices and perspectives to College-wide decision-making.

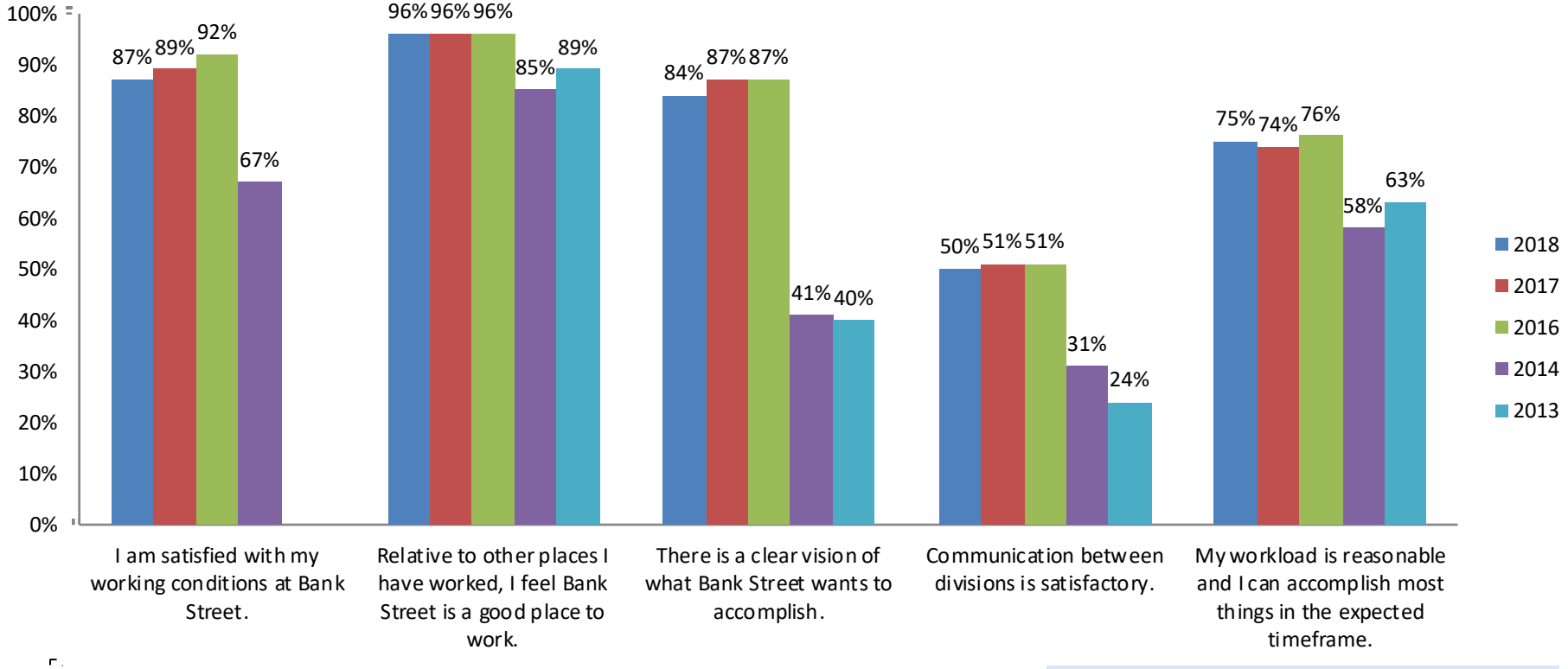
- Launched a new website with enhanced content and photography, new navigation, and a redesigned format.

- Held the most successful Annual Dinner in Bank Street's history, raising over $1.1 million to support the Bank Street Annual Fund and the Guttman Center.

- Met board recruitment goal of adding nine new trustees over the last three years.

2018 Climate Survey Results

Results from the 2018 climate survey show that Bank Street staff enjoy working at Bank Street and feel that there is a clear vision of what we want to accomplish, with improvement across multiple indicators since 2013 and 2014.



	% Agree or Strongly Agree				
	2018	2017	2016	2014	2013
I am satisfied with my working conditions at Bank Street.	87%	89%	92%	67%	
Relative to other places I have worked, I feel Bank Street is a good place to work.	96%	96%	96%	85%	89%
There is a clear vision of what Bank Street wants to accomplish.	84%	87%	87%	41%	40%
Communication between divisions is satisfactory.	50%	51%	51%	31%	24%
My workload is reasonable and I can accomplish most things in the expected timeframe.	75%	74%	76%	58%	63%

2013 Response Rate: 43% (157 Bank Street faculty and staff members responded)
2014 Response Rate: 52% (188 Bank Street faculty and staff members responded)
2016 Response Rate: 54% (213 Bank Street faculty and staff members responded)
2017 Response Rate: 57% (228 Bank Street faculty and staff members responded)
2018 Response Rate: 66% (255 Bank Street faculty and staff members responded)

2018 Climate Survey Results

On a scale from 1 to 10, with 1 being "not at all confident" and 10 being "very confident," how confident are you that Bank Street is going in the right direction?

	2018	2017	2016	2014
1 to 3	**8%**	4%	3%	20%
4 to 6	**19%**	16%	13%	40%
7 to 10	**73%**	80%	84%	40%

Below are several statements about working at Bank Street College. Please indicate your level of agreement with each statement. *(% agree or strongly agree)*

	2018
I feel my identity(s) is (are) respected and valued as a member of this organization.	91%
I feel comfortable talking about race within my division or team.	91%
In my experience, I believe that there is institutional racism at Bank Street that impacts policies, practices, structures for decision making, and the culture of the organization.	51%
I know how to respond when I observe or experience microaggressions at Bank Street.	68%
College leadership is actively working to dismantle racism at Bank Street.	84%