Bank Street Connects with Educators, Presents at 2016 NAEYC Conference

Faculty and staff from across Bank Street had the opportunity to showcase their work for thousands of early childhood educators from around the country at this year’s National Association for the Education of Young Children’s (NAEYC) Annual Conference in Los Angeles. The Bank Street community was represented by the Graduate School of Education, School for Children, Bank Street Education Center, and the Development and External Relations Office with four separate events illustrating the breadth of work as well as the power of collaboration across the College.

In a featured presentation by the Bank Street Education Center, Davia Brown-Franklyn, GSE ’97, Senior Director of Partnerships, and Tarima Levine, GSE ’01, Director of Content Development, described the developmental interaction approach and shared research demonstrating how emotions drive our thinking and the connection between nonacademic skills and success in school and in life.

Their presentation—Translating social-emotional research into classroom practice: Using what we know to support children’s social-emotional development—was attended by more than 250 teachers, early childhood center directors, community leaders, and parents and stressed the importance of observation in understanding how children develop intellectually.

“We hoped that participants came away from our presentation having a real sense of Bank Street’s developmental interaction approach and how it can inform all aspects of teaching and learning, including social-emotional development,” Brown-Franklyn said.

Levine agreed, adding, “We wanted participants to experience how the developmental interaction approach, which includes an integrated curriculum, can deeply engage young children and the adults who teach them in a reciprocal and ongoing process of curiosity, experimentation, and learning.”

Division of Children’s Programs Explores a Developmental Approach to Feedback for Educators by Jed Lippard

Over the past two decades, educational practitioners and researchers have extensively explored the diverse ways in which students learn to help support K-12 teachers maximize the efficacy of their instructional efforts. Out of this, theories and practices of differentiated instruction, multiple intelligences, and diverse learning styles have become fundamental to our nation’s educational reform agenda. The effects of this focus on student learning have been widespread, ranging from new models of professional development to revamped approaches to integrating the core processes of curriculum development, instruction, and assessment to a close examination of data as a vehicle for driving instructional improvement. Through these efforts, our nation’s teachers are gaining traction in their efforts to diversify their instructional repertoires to meet the needs of increasingly diverse students throughout our nation’s schools.

Centennial Campaign Committee Launches to Support Fundraising Efforts

This fall, the Development and External Relations Office (DERO) launched the Centennial Campaign Committee, a new group of volunteer representatives committed to helping Bank Street meet the Centennial Campaign’s ambitious goal of raising $40 million over five years. Funds raised throughout the course of the campaign will be used to deepen and expand the College’s capacity to help improve the education of all children and accomplish the goals set forth in its 2015 Strategic Plan.

Chaired by Trustees Sarah Gund, GSE ’73, and Adam Litke, the Centennial Campaign Committee held its first gathering at the home of Bank Street Trustee Rose Klein Young this November. Twenty-five committee members attended, including trustees, parents, alumni, alumni parents, and other friends. Campaign Committee members will support the campaign by contributing their own gifts, soliciting donations from others, introducing Bank Street to foundations, and serving as ambassadors within their social and business networks to broaden our ability to inspire philanthropic support.

continued on page 7

continued on page 5

continued on page 6
Seventh Annual “BookFest @ Bank Street” Explores Visual Literacy and Children’s Literature

This October, Bank Street hosted the seventh annual BookFest @ Bank Street event, a daylong gathering devoted to the celebration, discovery, and discussion of books for children and teens. Attended by nearly 200 guests, this year’s event took a deep dive into the theme of visual literacy through a number of thought-provoking panel discussions, solo presentations, and breakout sessions with a distinguished group of authors, illustrators, editors, and other literature experts.

“BookFest creates a space for the children’s literature community to come together, have meaningful conversations, and celebrate the best in books for children,” said Cindy Weill, Director of Bank Street’s Center for Children’s Literature. “The yearly event provides guests with the opportunity to hear from the creators themselves and join them in a deep exploration of topics at the forefront of children’s literature.”

A series of panel discussions throughout the day opened up meaningful discourse around topics in visual literacy. Each of the conversations provided a platform for authors and illustrators to share their experiences with capturing specific themes in their work through imagery.

The discussion titled “Reading with Pictures: Visual Literacy Yesterday and Today,” included fascinating dialogues about how children are represented visually in picture books today, how concrete and abstract images in books can be used to break down certain barriers for children, and how wordless picture books encourage children to develop their own interpretations, among other topics.

“The reader makes the story happen in his or her head,” said Françoise Mouly, publisher of Toon Books and Art Editor of The New Yorker. “When you look at an image, there is often a misconception that it is spelled out for you. It’s quite the opposite. Children’s books can be interpreted in different ways.”

Other panels included “Artists and Illustrators Talk Visual Literacy” and “Capturing the Action: Graphic Novels and Visual Literacy.” Notable panelists included New York Times bestseller Hervé Tullet, Caldecott Honor/Coretta Scott King Book Award winner Chris Meyers, and award-winning picture book illustrator Raúl Colón. Moderators included children’s literature scholar Leonard Marcus; Susannah Richards, Associate Professor of Education at Eastern Connecticut State University; and Jesse Karp of the Pratt Institute School of Information.

In addition, Megan Dowd Lambert, author of Reading Picture Books with Children: How to Shake up Storytime and Get Kids Talking About What They See, described the “Whole Book Approach” she developed in association with the Eric Carle Museum of Picture Book Art. This interactive storytime model encourages adults to read with children and foster meaningful conversations.

New Project Focuses on Supporting Early Childhood Practitioners with Adverse Childhood Experiences

This fall, the Division of Innovation, Policy and Research awarded a Centennial Innovation Fund grant to Marjorie Brickley, GSE ‘89, Program Director of the Infant & Family Development and Early Intervention Program, and Gabriel Guyton, GSE ‘10, an advisor and instructor in the Graduate School, to extend previous research on Adverse Childhood Experiences (ACE) in teachers and other caregivers who work with young children.

Titled “Supporting Early Childhood Practitioners by Studying their Adverse Childhood Experiences,” the multi-phase project included the study of the “ACE scores” of over 80 early childhood practitioners in two states and the subsequent development of a two-day professional development training for educators with ACEs grounded in the data collected by the research team.

There is considerable research that focuses on how ACEs influence children, but, says Brickley, much less attention is paid to the lasting impact of these experiences—such as abuse, neglect, or divorce during childhood—on adults and those working in childcare settings in particular.

“The topic is gaining more public awareness, but there is still a lot to learn,” said Brickley. “We are always seeking ways to support early childhood educators, and were eager to explore the prevalence of ACEs in our community and find ways to help teachers increase self awareness and control in their interactions with children and adults.”

Project leaders Margie Brickley and Gabriel Guyton.
The new Bank Street Occasional Paper Series #36, titled “Life in Inclusive Classrooms: Storytelling with Disability Studies in Education,” launched this November to provide educators with a closer look at the complexities of teaching and learning in inclusive classrooms.

The series contains nine essays that utilize the art of storytelling to inspire a broader dialogue about inclusive classrooms, school communities, and how teachers, parents, and advocates can work to help create meaningful learning environments for students with disabilities.

Occasional Paper Series #36 guest editors Joseph Michael Valente, Assistant Professor of Early Childhood Education at Pennsylvania State University, and Scot Danforth, Professor of Disability Studies and Inclusive Education at Chapman University, provide additional insight into the topic of inclusive classrooms and advocacy for children with disabilities:

Q: In the introduction to this issue, you state: “More than ever before, there is an urgent need for dialogue about inclusion and the implementation of inclusive classroom practices.” Why are disability studies so important right now? Are educators and families ready to take further steps toward inclusion and, if so, why?

A: During the 1980s and 1990s, the field of special education argued over whether inclusive education would become a central plank of the profession’s platform of ethical commitments. The field ended up taking a lukewarm stance supporting some inclusion under some circumstances while rallying behind the profession’s science of interventions. Essentially, special education opted to champion research and practices seeking normality while sidestepping the main political goals of the disability rights movement. This approach elevated special education researchers and the special education bureaucracy while leaving disabled persons and the parents of kids with disabilities stigmatized and marginalized. Meanwhile, America today is becoming more diverse and accepting of human diversity. Disability Studies in Education (DSE) scholars are working in the gap left behind by special education by reigniting conversations about inclusive education as an approach to democratic education and ethical living. Around the country, teachers and parents want young people to grow up in diverse communities that enact and teach respect and mutual valuing.

Q: When reading the essays, it is clear that challenges remain inside inclusive classrooms and the solution seems to be multidimensional and therefore hard to overcome. How can storytelling help create a space for change?

A: Stories are always rich, complex, conflicted, and open to a range of interpretations. They don’t dictate what to do. Instead, they open up vistas of insight and create moments for conversation across lines of difference and disagreement. We are committed to the notion that only through thoughtful and cooperative discussions about complex issues can we improve our schools and communities. In this sense, the biggest roadblocks to schools becoming more inclusive and caring are the conversations that we do not currently have—the discussions among educators, researchers, families, and students about how we want to live and learn together. Stories foster those productive, useful conversations.

continued on page 11
Annual Fall Fair Celebrates and Supports the School for Children

On October 16th, the School for Children hosted its annual Fall Fair, a celebratory tradition aimed at building community while generating fundraising support for the school’s financial aid and special programs. Attended by students, parents, staff, faculty, and local Upper West Side residents, this year’s fair included a host of exciting activities including face painting, crafting projects, games, and special performances.

“This year’s Fall Fair was a huge success and we are deeply grateful for the large number of staff and parent volunteers who dedicated their time to helping make the day so much fun for everyone,” said Ayette Jordan, Director of Development and Alumni Relations, School for Children. “This year’s event exceeded our expectations by becoming the highest grossing Fall Fair in its 31-year history and we are thrilled to have received such enthusiastic support from the community.”

1. Fall Fair attendees get creative at the arts & crafts table.
2. School for Children alumni put on a special vocal performance.
3. Students play a game of foosball as a parent observes.
4. A performance by Mario the Magician delights children of all ages.
5. Two children bounce around on an inflatable slide.
6. Upper School Coordinator Javaid Khan and his family gather in the gym.
7. Jessica Anzelone from the SFC admissions team is all smiles with her son.

Amazon Smile

Bank Street is participating in Amazon Smile, a fast and easy way for online shoppers to support Bank Street without spending any additional money on items purchased. Simply shop through smile.amazon.com to access the same Amazon you know and love, but with the added bonus of activating an automatic donation from Amazon to the charitable organization of your choice.

Happy Anniversary

Congratulations to the following staff and faculty members celebrating over a decade at Bank Street this October, November, and December! If we’ve missed a milestone or anniversary meeting these criteria, please let us know at communications@bankstreet.edu.

Leslie Gartrell-Moffitt, 17 Years, Mental Health Specialist, Emotionally Responsive Practice
Winston Kelly, 24 Years, Carpenter, Physical Plant Services
Adrienne King, 10 Years, Senior Associate Director of Financial Aid, Student Services
Kaisha Lopez, 11 Years, Assistant Director of Financial Aid, Student Services
Denise Prince, GSE ’91, 20 Years, Program Director, Graduate School
Linda Reing, 17 Years, Director of Alumni Programs, Development and External Relations Office
Bernadette Rhames, 15 Years, Administrative Coordinator, Graduate School
Irene Vazquez, 11 Years, Head Spanish Teacher, School for Children
Patricia Zapata, 19 Years, Grants Accountant, Business Office
In addition, Emily Linsay, GSE ’97, Lower School Coordinator for the School for Children, Wendy Pollock, GSE ’88, Graduate School Advisor/Instructor, and Peggy McNamara, GSE ’78, Chair of the Teaching and Learning Department for the Graduate School, facilitated a presentation—Building Early Childhood Teacher and Leader’s Capacity through Co-Constructing Coaching Relationships—which focused on methods and strategies that can be used in coaching relationships with pre-service teachers, mentor teachers, and leaders.

During the presentation, they demonstrated effective strategies such as case review, non-judgmental note-taking and feedback, and role-play. This was the first time that all three educators worked together and thought about the different ways they engage in coaching.

“The participants appreciated our multiple approaches to coaching and the strategies we presented. We were excited that they were engaged in the role playing exercise and examination of coaching case studies, which allowed them to think more deeply about the processes involved in coaching and the importance of understanding adult development,” said McNamara.

Ellen Kelley, former Lead Coach for the Building Blocks program, and Brown-Franklyn presented a poster describing the work that Bank Street has been leading collaboratively with the New York City Department of Education. The poster, titled We All Count! Why Building a Community of Learners to Support Pre-K Math Instruction Matters, focused on the development of a framework that supports high-quality, developmentally appropriate practice in pre-K math instruction through the use of curriculum, coaching, and evidence-based professional development models for teachers and leaders. Through this informal sharing opportunity, educators had a chance to get to know Bank Street, ask about how they could do something similar in their schools, or share their own stories.

Douglas Knecht, Executive Director of the Bank Street Education Center, said, “We came away from this year’s conference feeling like a strong Bank Street team united across all the divisions that were represented. It was wonderful to showcase our work and engage in real opportunities for collaboration that benefited from the different perspectives of our faculty and staff.”

Faculty, staff, and alumni had some downtime at the final Bank Street event—the Alumni Meet-Up. It was a casual gathering of conference participants and Bank Street alums on the evening of November 3rd in the lounge of the JW Marriott, where the conference took place.

Organized by Linda Reing, Director of Alumni Relations and Strategic Events in the Development and External Relations Office, the event provided an opportunity for faculty, staff, and alumni to gather and make or renew connections. She said, “It was a small informal gathering of about a dozen people. Alums had time to have a drink and be together, which is what alumni events should be about.”

Although all four Bank Street events were quite different, each one showcased Bank Street’s commitment to collaboration and meeting others “where they are” to improve teaching and learning for both children and adults. “We had not shared with each other what we were going to say, and even though we don’t work with each other on a daily basis, there was a unifying theme—a belief in our developmental interaction approach,” Brown-Franklyn said.

NAEYC is a professional membership organization that works to promote high-quality early learning for all young children birth through age 8 by connecting early childhood practice, policy, and research. Its annual conference, which was held this year in Los Angeles on November 2-5, provides a forum for more than 10,000 members to come together to advance a more diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.
At the meeting, volunteers heard inspiring remarks from Gund, Litke, Board of Trustees Chair Yolanda Ferrell-Brown, and President Shael Polakow-Suransky, GSE '00, about how meaningful and necessary philanthropic support can help the College achieve its goals. In addition, guests had an opportunity to mingle with other committee members in a relaxed, casual setting.

“The Centennial Campaign is the largest philanthropic campaign in Bank Street’s history and we are thrilled with the level of support and interest we have received to date from colleagues across the College, the Board of Trustees, alumni and parent leadership, and the newly formed Centennial Campaign Committee,” said Sonja Carter, Vice President of Development and External Relations. “DERO looks forward to working with the Campaign Committee to support and thank our current donor base, broaden the base by developing new individual donors, and increase programmatic support from foundations and other philanthropic institutions. We are confident that by working together we can meet our goal of raising $40 million by 2020.”

To realize its objective, the campaign will capitalize on numerous types of funding streams to generate financial support for the College, including annual funds, the Bank Street Annual Dinner, major gifts, grants, and planned giving.

“By including every donation in the campaign’s call-to-action, the message is that every gift counts. No matter how big or small, every gift has a meaningful impact and we look forward to working with the Campaign Committee and the community at large to get the word out about this exciting initiative,” said Ashaki Charles, Associate Vice President of Development.

As the campaign gains momentum, the committee will continue to meet every six weeks during the academic year. Committee members will update each other on their progress, regroup on goals moving forward, and brainstorm creative tactics for fundraising.

“As a Bank Street College graduate, a parent who chose the School For Children for my son, and a grandparent whose [alumnus] son chose the school for his four children, I do believe Bank Street knows how to educate both children and adults—children who will grow to be leaders in society and teachers who will guide children to become productive citizens of our world,” said Gund. “I agreed to share the leadership role in this Centennial Campaign because Bank Street’s philosophy is that education—good, meaningful education—can make the world a better place. Bank Street’s inclusive, respectful, compassionate, and civil values must be trumpeted. Now, more than ever, our voice must be heard in the national conversation.”

Stay tuned for updates from DERO on the campaign’s progress. ■

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**Welcome to Bank Street**

**Mitchel Balcacer** is joining Liberty LEADS as a new middle school advisor. Mitchel is a native of Northern New Jersey who has experience teaching a diverse group of students in New York, including those with disabilities, those at risk of educational failure, and gifted and talented students. During his graduate studies, he taught social studies and college preparatory courses at the high school level and also has experience working with students with disabilities at the middle school level. In addition, his students have participated in the National History Day academic competition at the semi-final level in Cooperstown, New York. Mitchel has also been awarded the 2016 St. John’s University Students with Disabilities Award for his academic and social work. He attended Fairleigh Dickinson University and received his master’s in Adolescent Education/Students with Disabilities from St. John’s University.

**Margaret Cabrera** has joined the Family Center as a new teacher’s aide. Margaret has extensive experience in childcare settings and most recently worked as a nanny in New York City. She is fluent in both Spanish and English.

The Division of Innovation, Policy and Research welcomes **Dr. Jessica Charles** as its new Director of Learning Agenda. Jessica earned her PhD from the University of California, Berkeley, where she recently held the position of Director of Professional Programs in the Graduate School of Education. Jessica’s research interests include teacher education policy, professional education, and conceptions of teaching practice. Her work looks at the ways in which professions identify the dilemmas of practice, and how preparation programs attend to those dilemmas. Jessica began her career in education in an early childhood education setting and took her first formal teaching position as a high school social studies teacher in Brooklyn. She started two schools for marginalized youth in rural Oregon and, during her time in the Bay Area, worked as a teacher trainer and curriculum developer at the Prison University Project at San Quentin State Prison.

The Family Center welcomed **Megan Coliskey** as a new 1:1 aide. Megan is co-owner of Best Time Ever Arts & Crafts Studio in Stamford, Connecticut, where she created and taught “Adult and Me” art classes for children under the age of four. She also has experience as a nanny and as an assistant teacher, among other roles. Megan holds a degree in applied science with a focus on early childhood development from SUNY Westchester Community College.

**Rachel Crosland-Welch** has joined the Bank Street Education Center as a new coach for the NYC Pre-K Explore project. Prior to Bank Street, Rachel was Assistant Director of Early Childhood Union Settlement Association, where she supervised seven sites as well as the Family Childcare Network, which consists of around 300 children and families. In this role, she worked closely with site directors and teachers. Rachel has been teaching at Borough of Manhattan Community College since 2014 and enjoys working with current and future teachers. She received an MS from St. John’s University.

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Please visit bankstreet.edu/jobs for new job opportunities across the College.
Much less is known, however, about the concept of differentiated leadership for adult growth and development, i.e., the notion that, like children, adults also vary in their meaning-making systems and serve to benefit from intentional approaches to instructional leadership that attend to their developmental differences. While recent studies have emphasized core practices that successful leaders employ to promote teacher learning through a range of professional experiences, much remains to be learned about how school leaders who lead with developmental intention actually influence instructional improvement in schools. In an era where policy makers and educational reformers are focused intently on student achievement, generally measured by standardized test scores, I contend that cultivating school leaders’ knowledge and application of the principles of adult development, and specifically Robert Kegan’s constructive-developmental theory, is essential to instructional improvement in schools where teachers span the developmental continuum. According to Kegan, different teachers require different supports and challenges to learn new knowledge and skills and adapt effectively to change.

Along these lines, and under the guidance of Dr. Jessica Blum-DeStefano, adjunct instructor at Bank Street Graduate School of Education, and Dr. Ellie Drago-Severson, co-authors of *Tell Me So I Can Hear You: A Developmental Approach to Feedback for Educators*, leaders from the Division of Children’s Programs are engaging in a yearlong inquiry into the intersection between adult development and the practice of giving feedback for growth. Over the course of four sessions, and with work in-between, participants are building their knowledge and skill around adult-developmental diversity (i.e., the different ways in which adults make meaning of their experiences in the world), collaborating around the opportunities and challenges of providing feedback to developmentally-diverse colleagues, and practicing their learnings through interactive role plays and regular reflection.

In essence, constructive-developmental theory posits that most adults make meaning in or between three foundational stages of development:

- **Instrumental knowers** possess a concrete orientation to the world and are drawn to defined expectations and specific answers; their sense of self, or “job well done,” is derived from their ability to follow and meet clearly-prescribed external expectations.
- **For socializing knowers,** reality is co-constructed, and they define themselves through the approval of important others; in other words, “job well done” means that someone else affirmed or validated the job.
- **Self-authoring knowers** have the capacity not only to generate their own values but also to examine and evaluate their actions against internal standards; for these individuals, “job well done” means that the work performed aligns well with their own standards and conceptions of what good work should entail.

Given that developmental diversity exists in all organizations and across all cultures, as leaders, our ability to differentiate our approaches to feedback and supervision along developmental lines is essential to our efforts to promote ongoing growth and development. At Bank Street in particular, where Lucy Sprague Mitchell implored us all to consider, “What potentialities in human beings—children, teachers, and ourselves—do we want to see develop,” this work feels particularly important. After all, to use the much-traveled oxygen mask metaphor, if we, as leaders, don’t breathe oxygen into our adult colleagues, how then can we expect them to be their best selves for the children?

For more information about *Tell Me So I Can Hear You* or to reflect on how you and your colleagues make meaning, please visit [bit.ly/so-i-can-hear-you](http://bit.ly/so-i-can-hear-you).
The opportunity to hear from notable authors about where they get their ideas, how they make those ideas come to life visually, and what they think about throughout the process was very inspiring,” said Niki Singh, Head Teacher in the School for Children. “My students were thrilled at the big goody bag full of graphic novels that I brought in from the event, and I’m excited to incorporate what I learned about visual literacy in the classroom!”

Guests also had the opportunity to participate in small-group book discussions led by local children’s book experts, reviewers, and teachers. The groups explored early childhood and adolescent categories such as middle grade and young adult titles, information books, and graphic novels. While some of the session’s themes remained consistent with previous BookFest events, several new sessions were introduced this year such as the popular “Si Se Puede” session, which focused on the need for more bilingual children’s books with social justice themes.

The day rounded out with a closing keynote speech by Pam Muñoz Ryan, 2015 Newbery Honor winner and author of *Echo*. In her speech, Ryan chronicled her journey as a writer, how her experiences growing up in a Hispanic family in California influenced her work, the importance of diversity in children’s literature, and the need for children to be able to see themselves in the pages of book.

Hosted by Bank Street’s Center for Children’s Literature, BookFest consistently strives to promote the highest level of dialogue around children’s books. The sold-out event was led by Cindy Weill, Director of the Center for Children’s Literature, with support from other faculty members from the Bank Street Library and the Graduate School including Kristin Freda, Lindsey Wyckoff, Allie Jane Bruce, and Mollie Welsh Kruger.

“The Whole Book Approach enables children to critically engage with picture books during shared reading, which can help them to develop critical verbal and visual literacy skills that will serve them throughout their lives,” said Lambert. “Books are powerful, in part because they both reflect and construct culture, so I am passionate about critically engaging around questions of what books we share with children and how we read them together.”

The opportunity to hear from notable authors about where they get their ideas, how they make those ideas come to life visually, and what they think about throughout the process was very inspiring,” said Niki Singh, Head Teacher in the School for Children. “My students were thrilled at the big goody bag full of graphic novels that I brought in from the event, and I’m excited to incorporate what I learned about visual literacy in the classroom!”

If you are interested in writing publicly about a topic related to Bank Street, please reach out to communications@bankstreet.edu. We’d love to work with you to get your ideas published in the press, on the website, or in the next newsletter.
Guyton points out that, “For many adults with ACEs, their brains have been conditioned toward impulsivity. They are more likely to be reactive in their interactions with children, often responding to situations by raising voices or losing focus, and therefore miss opportunities for the positive interactions that are so vital to a child’s development.”

The first step in Brickley and Guyton’s multi-phase project was to collect and examine the ACE scores of early childhood practitioners. They conducted anonymous surveys of teachers from centers in New York, including Bank Street, and in North Carolina, including the Verner Center for Early Learning in Asheville, in order to gather data on the number and types of traumas that teachers carry with them from their own childhoods.

Using these data as a baseline, Brickley and Guyton explored ways to support teachers in developing their ability to be responsive in their interactions with children and parents. They decided to create a two-day professional development training centered on the Community Resiliency Model (CRM), an evidence-informed approach used around the world to help early childhood practitioners be more aware and in control of their emotional responses. CRM provides individuals with techniques and strategies for bringing their minds “back online” when stressors arise and helps them develop the wellness skills that allow more stable, sensitive, and receptive interactions with children.

“Our work focuses on supporting educators with ACEs so they can have more powerful interactions with children and connect in a more meaningful way,” said Brickley. “The goal is to help adults be more present and create more positive experiences for children to facilitate and extend their learning.”

“The Community Resiliency Model provides practical techniques teachers can employ in their everyday work to help access beneficial responses to the children they work with. It helps them learn how to take a longer pause, and avoid immediately entering the fight, flight, or freeze response, which can get triggered easily in adults with high ACE scores. By building these practices into teachers’ routines, having more mindful responses can become automatic,” Guyton explained.

The training was led by CRM specialists from North Carolina, including Laura Martin from the Verner Center and Mary Lynn Barrett from MAHEC Family Health Center at Biltmore. It was attended by Graduate School and Children’s Programs faculty, Bronx Cohort participants, Graduate School students, and early childhood teachers from Bank Street and the Verner Center.

“The Community Resiliency Model consists of six wellness skills that help you re-stabilize your nervous system after a stressful or traumatic event by relaxing muscles and slowing breathing and heart rate,” said Martin. “Over the two-day training, we taught participants how to utilize these skills, provided opportunities for them to practice, and helped them better understand how ACEs affect their adult brains and how stressful situations may trigger reactions. Our goal was to provide everyone in the room opportunities to experience a shift from an activated state, which happens as a result of a mild stressor, to a calm state.”

Brickley and Guyton hope that their training can support not only those who attended, but also the wider educational community by creating a ripple effect as participants pass along the techniques they learned to their colleagues. The pair plan to formalize the findings and features of their project later this year to share the experience with an expanded audience of educators.

“This project sets a remarkable example of Bank Street’s continued commitment to preparing educators who are effective, mindful, and responsive,” said Johannah Chase, Associate Dean of Innovation, Policy and Research. “Supporting educators and practitioners is central to Bank Street’s mission and we are proud to continue this work by building on our understanding of the impact of trauma in both children and the adults who work with them.”

The Centennial Innovation Fund was launched in 2015 to help support research and scholarship that expand Bank Streets mission and broader impact.
Welcome

Schools at New York University and as a researcher/consultant at the Center for Public Research and Leadership at Columbia University. She holds a BA in Sociology from Occidental College and an MA in Education Policy from Teachers College, Columbia University.

Jolanny Lopez has joined the Family Center as a teacher’s aide. Previously, Jolanny was office manager of Bright Horizons Family Solutions, where she worked as an assistant teacher and, later, as an office manager. Jolanny is fluent in Spanish and is currently pursuing her AA in Early Childhood Education at Hostos Community College.

Kristin Michaelson has joined the Bank Street Education Center as a new coach for the NYC Pre-K Explore project. Prior to Bank Street, Kristin worked as a lead training specialist for Tools of the Mind, where she conducted professional development trainings for preschool teachers in public school districts in New York, New Jersey, and Washington, DC. She has a BA from the University of Pennsylvania and a master’s degree from the Harvard Graduate School of Education, where she concentrated in human development and psychology.

Gretchen Mills has joined the Division of Innovation, Policy and Research as Research and Project Assistant for the Sustainable Funding Project. She previously worked as a manager, grant writer, and analyst for STEAM programs in 40+ New York City schools. Gretchen holds an MA in Urban Education Policy from Brown University and has contributed to a breadth of projects on progressive education, including arts in schools and out-of-school time program evaluation.

The Family Center welcomed Wei Yee Mooi as a new 1:1 aide. Prior to Bank Street, Wei Yee participated in the Fulbright English Teaching Assistant program in South Korea. She graduated from Brandeis University with a BA in History.

Eva Jane Peck, GSE ’11, is returning to Emotionally Responsive Practice (ERP) at Bank Street. She has worked with ERP before in Hurricane Sandy-affected early childhood classrooms. Last year, Eva worked for Bank Street in the Pre-K for All initiative as a social-emotional classroom coach and facilitator. Eva holds an MSED in Infant and Family Development and Early Intervention/Early Childhood Special and General Education from Bank Street as well as a BA in English from Barnard College.

Diana Pondt is the new Executive Assistant in the Dean’s Office in the School for Children. From 2001-2014, Diana worked in the Admissions Office in the Bank Street Graduate School. She then worked at an event planning company for over a year before returning to Bank Street in her new role. Diana received a BA in Legal Studies from John Jay College and is currently pursuing her MA in Public Administration from John Jay College.

Liberty LEADS welcomed Karla Ruiz as a new high school advisor. Karla has experience working with high school and middle school youth in academic intervention and was an advisor for summer enrichment and after school programs. She recently completed a master’s program in international educational development at Teachers College, Columbia University, where she focused on the experiences of first-generation Latinas/os in education.

After working for over thirty years at the New York Public Library (NYPL), Marisol Saks is joining Liberty LEADS as its new Operations Manager. Marisol is a born and bred New Yorker and will apply deep experience as a budget manager and financial analyst to her new role. During her time at NYPL, Marisol visited all locations to fully understand the needs of the public and staff, which provided her with unique insight when applying for grants and submitting reports to agencies and corporations that supported their mission.
Q: One of the most moving aspects of Occasional Paper Series #36 is that often the students taught the teachers how to proceed in difficult situations. Is this scenario more often the case than not, and if so, how can educators use that to help further inclusion?

A: There is often a generational difference in the kinds of cultural hang-ups that trouble adults versus the concerns and worries that matter most among young people. For example, many of us grew up in an era when the legalization and widespread acceptance of gay marriage was unimaginable. Many young people are now growing up in a youth culture where issues concerning the identity and acceptance of LGBTQ persons are not significant questions. As John Dewey told us long ago, we tend not to solve big social questions. We simply get over them. If we pay attention to the spoken desires and wants of young people today, they are more ready than the adults to get over the so-called social problem of disability. They are more prepared than the adults to embrace and accept one another regardless of bodily or mental variations. For this reason, we educators need to actively turn to children and youth to guide us as we lead their classroom and school communities. We should make space for student leaders to set the tone and direction for the creation of the school communities young people want and need. We might be surprised at how quickly they get over our hang-ups and anxieties about human differences.

Q: Several of these essays include a parent’s perspective and bring a distinct voice to this issue. What is the most effective way for parents to be better advocates for their children?

A: The research literature unfortunately shows how often inclusive education relies on the moral pressure and constructive involvement of parents. When overworked parents step back to take a break, schools often begin devolving to the default segregation mode. What has been most effective for parents advocating for inclusion is alliances—collaborative working relationships with other parents and with educators. Both kinds of relationships can reduce the loneliness and suffering of the advocacy journey. Working with other parents provides social support and creating a combined political voice can help influence schools to keep the inclusion agenda alive. In the past, this typically meant the creation of alliances among the parents of disabled students. Today we believe that many parents of nondisabled students are ready to be active allies in this effort. Working with educators facilitates the actual inclusive arrangements in the classrooms. Ultimately, teachers and students make inclusion happen or not. Parents are external voices intervening to send messages of ethical priority and put pressure on schools to not revert to the default practices of segregation.

Q: What do you hope readers will take away from these essays?

A: We hope that these essays and stories inspire and annoy, creating hope for new possibilities while simultaneously delivering a nagging awareness that we have much work to do. In recent years, schools have seemingly become places where high stakes testing dominates the discussion. These stories hopefully remind us to push past the veil of inhuman numbers to return our moral attention to real children and families living real lives. We hope to inspire people to ask: How can very different people live together and help one another learn?

The Occasional Papers Series is a forum for work that extends, deepens, and challenges the progressive legacy on which Bank Street College was built. The biannual series seeks to promote discussion about what it means to educate in a democracy and to meet the interrelated demands of equity and excellence. To read Occasional Paper Series #36 “Life in Inclusive Classrooms: Storytelling with Disability Studies in Education,” please visit bankstreet.edu/OPS36.
(1) Associate Dean Wendi Williams and keynote speaker Ofelia Garcia at the 2016 Language Series, (2) Staff and alumni gather at an alumni event featuring a discussion on taking safe trips with young children, (3) Publisher Jennifer Brown and Bank Street’s Cindy Weill pose with authors R.J. Palacio and Meg Medina, who discussed their work at a talk hosted by the Center for Children’s Literature, (4) Dean Cecelia Traugh with Dr. Jaime Grinberg at the Centennial Niemeyer Series, (5) Cecelia Traugh, Wendi Williams, and panelists at the Alumni of Color panel discussion hosted by the Graduate School and The Pemberton Society, (6) Cheryl Pemberton-Graves, Chair of The Pemberton Society, with Shael Polakow-Suransky and Yolanda Ferrell-Brown at the Alumni of Color panel discussion, (7) Faculty and alumni mingle during a reception following the Paper Tigers film screening, (8) A panel of experts reflect on the Paper Tigers documentary and discuss trauma-informed practice, (9) Deb Vilas gets crafty at ERP’s Safe and Sound Schools Conference, (10) Attendees show off their “funny food” plates at Library Salon 9, (11) Kristin Freda with Bill and Claire Wurtzel, GSE ’76, authors of Funny Food Made Easy and special guests at Library Salon 9.

Community members gather at the Bank Street All-Staff Retreat at the New York Hall of Science on November 7.