Bank Street Hosts Black Lives Matter at School Week Early Childhood Symposium

On February 6, Bank Street College hosted a two-part panel discussion titled “From Theory to Practice: Black Children Learning and Thriving.” The event was part of the national Black Lives Matter at School Week movement designed to promote dialogue, curricula, and community events dedicated to exploring structural racism and the policies that promote equity for Black children.

“Participating in Black Lives Matter at School Week and hosting this symposium demonstrates Bank Street’s commitment to collaboration, community, and building a better society by acknowledging the work that needs to be done to support and promote equity for Black children and their families,” said Takiema Bunche-Smith, GSE ’97, Deputy Director of the Center on Culture, Race & Equity, and lead organizer of the event. “It is important for us, as educators, to make space to discuss these topics with a focus on early childhood—where disparities begin—so we can work together to better support Black children and challenge systemic racism.”

The event, which was live-streamed to provide access to educators across the country, was well-received by an enthusiastic audience. Over 200 guests attended the panel discussion, with audience members traveling from all corners of New York City.

The first panel, “Black Children Learning,” was moderated by Dr. Robin Hancock, Director of the Guttmann Center for Early Care & Education at Bank Street, and featured four speakers who have dedicated their careers to expanding equity in education: David A. Jones, filmmaker, author, and program specialist, Office of Head Start; Isoke Titilayo Nia, writer and

Liberty LEADS Celebrates its 30th Anniversary

A group of students discuss economics, business entrepreneurship, and future career plans while others gather together to cook a new recipe. It’s Saturday at Bank Street College and this tight knit community of students is a part of Liberty LEADS, a high school completion and college access program working with students across New York City to help them build the skills and knowledge needed for success both inside and outside of the classroom.

Students between 5th and 12th grade from traditionally underserved communities attend Liberty LEADS on Saturdays as well as several days a week after school and over the summer.

Prepared To Teach Expands Partnerships in Six New States

This October, Prepared To Teach kicked off the “Quality, Equitable, Affordable Teacher Residency Partnerships to Strengthen the Profession” project, expanding the team’s work into six new states: Colorado, New Mexico, South Dakota, Washington, Virginia, and California. The project, which is graciously funded by Margaret A. Cargill Philanthropies, seeks
Education Center Continues Work to Transform New Haven’s Early Care and Education Landscape

This January, the Bank Street Education Center released a strategic plan titled “Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators.” The publication is the first document to be released in a series of plans following the April 2017 NH ChILD white paper titled “Making the Case: Establishing the New Haven Children’s Ideal Learning District.”

The plan was developed in partnership with the advisory group of New Haven Children’s Ideal Learning District (NH ChILD), a local initiative co-founded by Bank Street to expand access to high-quality care and education for children from birth to age eight in New Haven, CT. It includes an action plan to support citywide in-service professional learning supports for all early childhood educators across all settings.

Center on Culture, Race & Equity Helps Improve School Culture in Washington, D.C.

Research shows educational disparities between Black and White students are widespread and begin as early as preschool. In fact, Black preschoolers are 3.6 times as likely to receive one or more out-of-school suspensions than their White peers.

In 2014, the Center on Culture, Race & Equity (CCRE), a Bank Street program dedicated to working with practitioners and communities to establish a culturally responsive, strengths-based approach to teaching and learning, engaged an expert working group of researchers, early childhood educators, policy leaders, and academics to garner information and ideas to frame the work of a new initiative designed to support the field in addressing educational disparities between Black and White students. To launch this initiative, CCRE partnered with District of Columbia Public Schools (DCPS).

Graduate School Continues Impact in Local Communities Through Early Childhood Urban Education Initiative

This January, the Bank Street Graduate School of Education began recruiting for its third cohort of students in the Early Childhood Urban Education Initiative, a program designed to provide uncertified early childhood educators working in under-resourced neighborhoods with a more convenient and affordable way to access a Bank Street master’s degree.

Historically, aspiring teachers interested in pursuing the next level of their education are often limited by factors like time and money, especially those serving communities in need. To help alleviate some of these barriers, in 2015, Bank Street launched a reduced-cost master’s degree program that allows participants to attend classes and workshops near their job sites. The initiative was made possible through generous funding from several organizations.

While the program’s first and second cohorts served 14 and 22 Bronx-based early childhood educators, the third cohort will recruit practitioners working in Harlem and Washington Heights. Bank Street works with community-based organizations to recruit program participants and secure sites for classes and professional development workshops.
Bank Street’s Graduate School of Education and School for Children Collaborate on Literacy Fellows Program

At the beginning of the 2018-19 school year, Bank Street’s Graduate School of Education and School for Children co-launched the Literacy Fellows program, a unique new fellowship opportunity that places select graduate students as part-time reading instructors for School for Children students in the 6/7s and 7/8s.

Led by Emily Schottland, GSE ’07, literacy specialist at the School for Children, the program was developed with a dual purpose in mind: to provide the School for Children with highly qualified, skilled reading teachers and to further prepare graduate students to develop their clinical practice as reading specialists.

“The Literacy Fellows program is a wonderful example of collaboration between the School for Children and the Graduate School,” said Schottland. “Knowing that there’s always a need for well-trained teachers and always a need to provide meaningful and purposeful teaching and learning opportunities for graduate students, the program has been a successful and productive partnership for everyone.”

This is not the first time the Graduate School and School for Children have worked together. The schools often partner for the student teaching program, which places graduate students as teaching aids in School for Children classrooms for their graduate fieldwork, as well as the associate teacher program, which employs graduate students full time at the School for Children. According to Schottland, the Literacy Fellows program differs in that it employs two notable students enrolled in the Reading & Literacy programs who already have a deep understanding of content knowledge and reading instruction.

The Fellows are fully immersed in the entire teaching process: they plan, teach, assess, and reflect as well as complete progress reports, meet with parents, and attend school-wide literacy meetings. The Fellows regularly meet with groups of students multiple times per week.

Second Annual Bank Street Alumni and Friends Giving Day Surpasses Fundraising Goal

On November 27, the Development and External Relations Office (DERO) raised over $128,000 during its second annual Alumni and Friends Giving Day, surpassing the campaign goal of $75,000 and more than doubling last year’s donation total.

Part of the global Giving Tuesday movement to promote philanthropic giving around the world, this special day encouraged the Bank Street community to support the College in its mission to provide high-quality, equitable education for all. Donations poured in from alumni, faculty, families, and other friends of Bank Street to support the School for Children, the Graduate School, Liberty LEADS, the Family Center, Head Start, and the President’s Fund.

“Our community’s support for Giving Day continues to exceed all expectations, and we are thrilled with this year’s response to the initiative,” said Sonaliz Morel-Baker, Director of Individual Giving. “The success of Giving Day also speaks to the power of collaboration and how partnerships between colleagues across multiple divisions can generate meaningful results for the Bank Street community and beyond.”

Bank Street Hosts Carla Shalaby for the Annual Niemeyer Series

On November 8, Dr. Carla Shalaby, Research Specialist at the University of Michigan and author of Troublemakers: Lessons in Freedom From Young Children at School, delivered a presentation titled “On a Curriculum of Human Being: Learning Love, Freedom, and Troublemaking From and With Children.” Her speech was part of the Niemeyer Series, an annual forum held at Bank Street that examines contemporary issues in education.

For her Niemeyer lecture, Shalaby, whose research centers on cultivating and documenting daily classroom work that pro-

School for Children 6/7’s students work on their reading and writing skills.

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Dr. Carla Shalaby discussed troublemakers in the classroom in her Niemeyer lecture.

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New Snapshot of Practice on Teaching and Inspiring Math Educators

Bank Street’s Snapshots of Practice series launched a new publication this winter titled “Bringing Joy to Uninspired Teachers of Math.” Produced by former Graduate School faculty member Hal Melnick, GSE ’74, the valuable resource explores how to inspire teachers to find the joy in math so they can help their students do the same.

Within the publication are a variety of tools, techniques, and helpful hints for teacher educators to help their students address their own feelings about math and reframe their thinking so they can become more effective teachers. The eight “touchtone strategies” found in the publication illustrate what high-quality math instruction looks like and how teachers can create deeper learning opportunities for their students.

To view the publication, please visit bankstreet.edu/math-snapshot.

Welcome to Bank Street

Morgan Altman, GSE ’15, joined the Education Center as a Senior Math Coach. Prior to Bank Street, Morgan taught and coached in charter schools throughout the city. Currently, she also serves as an advisor in the Math Leadership Program and adjunct instructor in the Graduate School. Morgan earned an MS in Leadership in Mathematics from Bank Street and an MS in Childhood Education from Brooklyn College.

Beatrice Benavides is the Project Assistant for the Educator Preparation Innovation Network in the Graduate School. Prior to Bank Street, she taught pre-kindergarten in California and Mexico. Beatrice holds a BA in Early Childhood Education and is currently pursuing a master’s degree in teaching.

The Communications team welcomed Emily Campisano as the new Communications Associate. In her role, Emily provides communications-related support through content development for newsletters, social media, and the website. Prior to this role, Emily was an Associate Publicist in the Marketing and Publicity department at Holiday House Publishing, Inc., a children’s book publisher in New York. She previously taught kindergarten in New Jersey and holds a BS in Elementary Education and History from The College of New Jersey.

Alpha Conteh is the new Chief Financial Officer in the Business Office. With more than 20 years of non-profit accounting experience, Alpha was most recently the Controller at the Harlem Children’s Zone for six years. Previously, he spent seven years as Controller of Episcopal Church’s national office in New York City and 10 years as Controller of AFS Intercultural Programs, Inc. in New York. A native of Sierra Leone, Alpha has a BS in Accounting from Lehman College and an MBA from Baruch College, Zicklin School of Business.

The Business Office welcomed Erin Flansburg as the new Controller. In her role, Erin is responsible for the accounting operations at Bank Street, including producing financial reports, maintaining appropriate internal controls, and developing and monitoring policies and procedures within the Business Office. Prior to this role, Erin held positions within public accounting and social services and higher education organizations. She holds a BS in Accounting and an MBA from SUNY Oswego and is a licensed Certified Public Accountant in the State of New York.

Torie Goode is a new Program Associate in the Education Center. A current graduate student at Bank Street, Torie is completing a dual-degree program with Silberman School of Social Work at Hunter College. She taught in a toddler classroom before completing her clinical internship in the South Bronx, where she worked with children and families.
educator; Maimuna Mohammed, educator and Facilitator and Content Developer at Bank Street’s Center on Culture, Race & Equity; and Anthony Tucker, GSE ’18, assistant principal and author.

The panel discussed a variety of issues around how to best support the early childhood education experiences of Black children from birth to age eight with participants sharing stories from their own lives to underscore the urgency around supporting the identity of Black children, connecting with families, and educating others on how to recognize and combat implicit bias in school settings.

During her presentation, Nia reflected on her experience as a classroom teacher. “What I was finding in the classroom was that children could not find themselves culturally [in books]. They just could not seem to locate that identity that I knew they needed . . . If you truly believe that early childhood is important, you need to get some books and make sure they represent the children sitting in front of you,” said Nia, who told the audience she always travels with a suitcase of children’s books.

The discussion also focused on ways to authentically partner with families to support communication and build stronger relationships, how to build classroom environments that acknowledge, respect, and value all cultures and experiences, and strategies for empowering and strengthening young teachers.

After a short break for refreshments and vegan food by woke foods, Bunche-Smith moderated the second panel, “Black Children
Thriving.” Speakers included Fela Barclift, GSE ’02, Founder and Director, Little Sun People, Inc.; Alvin Irby, GSE ’09, social entrepreneur and Founder of Barbershop Books; Akiea Gross, social entrepreneur and Founder of Equitable Schools, Inc.; and Anayah Sangodele-Ayoka, consultant and nurse-midwife. In this discussion, the group examined how to further support the early education experiences of Black children and elevate them from learning to thriving.

“What would our kids need at a very foundational level to thrive?” asked Gross. “At the core, at the minimum, Black children need Black teachers. When we talk about Black educators we have to also acknowledge that we are the 7 percent … The attrition rates are so high for teachers of color, so unless we can figure out how to thrive ourselves, we’re probably going to keep leaving. In thinking about that, we need to make sure we are really hyper-focusing on community and what that means because in order for our kids to thrive, we need to make sure that we’re setting up communities for us to thrive as well.”

Each panel concluded with a productive Q&A session between the audience and speakers, including questions via text message from online viewers. Both panels encouraged attendees to challenge systemic racism by engaging in conversations about racism and bias, acknowledging the work that needs to be done around equity, and leading culturally responsive classrooms that value all cultures and experiences.

“Humility is an important part of being a great teacher and when I say humility I mean recognizing that you never walk into any classroom, interaction, or lesson knowing everything you need to know in order to make that information as relevant or engaging as it could be. And so [it’s about] being humble enough to say ‘I’m looking forward to learning something from my students and from my parents that can help me be more effective,’” said Irby.

The Center on Culture, Race & Equity team at Bank Street spearheaded the conception and execution of the event. Support from the institution and larger community poured in from across the College, including donations from the Graduate School of Education, Children’s Programs, Education Center, Alumni Relations, Social Justice and Equity Committee, College Advisory Council, and President’s Office.

“Many attendees reported they felt inspired after hearing from our panelists. We are proud of our team’s work in organizing such an important event and are thrilled with the response we received from the community,” said Zipporiah Mills, Facilitator and Content Developer at Bank Street’s Center on Culture, Race & Equity, and retired Principal of PS 261 in Brooklyn, New York.

“The support from the institution was essential to making the event a success. We are grateful for everyone’s efforts and look forward to convening future events on this important topic,” said Veronica Benavides, Executive Director of Bank Street’s Center on Culture, Race & Equity.

To watch a video of the panel discussion, please visit bankstreet.edu/blm-livestream.
Like all Bank Street programs, Liberty LEADS’ approach to teaching and learning supports the whole child and nurtures all areas of development, including cognitive, social, and emotional growth.

Co-founded by Fern Khan, Dean Emerita of Bank Street’s former Division of Continuing Education, the program was created to empower local students from underserved neighborhoods and help them realize the promise of their unique potential. Educators and advisors collaborate with students and their families to build ongoing, supportive relationships to meet their individual needs and support their learning and ability to succeed in high school and beyond.

Since 1989, the program has reached more than 1,700 students and has made a significant impact. As of 2004, an average of 96 percent of Liberty LEADS students have graduated high school on time and the program has maintained a 90 percent retention rate.

Today, Liberty LEADS serves over 200 students every year, mostly from communities in Harlem, Washington Heights, and the South Bronx.

Through diverse and engaging activities including classes covering a range of topics, retreats focused on community building and leadership development, and visits to college campuses, students gain access to opportunities that encourage them to become creative problem solvers, strong critical thinkers, confident leaders, and lifelong learners.

Osarumwense Pat-Osagie, Strategy & Operations Manager at Bank Street, completed the program in 2010, the year he graduated high school. He went on to graduate from Syracuse University and work at a top investment bank and financial services company. Today, he remains actively involved in Liberty LEADS as a Board Advisor and Saturday instructor.

“Liberty LEADS was one of the most influential programs I participated in during high school,” said Pat-Osagie. “The program opened my young mind to new possibilities and experiences. I learned that I have the ability to accomplish whatever I set my mind to like going to one of the top universities in New York. The bonds, friendships, and mentors I gained from Liberty LEADS still have an impact on my life today.”

The Liberty LEADS model centers on three core components: caring adult relationships, peer support, and family involvement.

To help foster trusted relationships with adults, Liberty LEADS students are paired with the same advisor each year and, together with the student’s family, they meet to identify with trauma histories and provided weekly support to teachers and families through mental health consultation at an Early Learn Center. She brings a deep respect for young children to her new role and enjoys working closely with adults that share in that interest.

Marcela Hahn joined Bank Street as Vice President of Development and External Relations, leading the development team’s efforts to increase resources for the College. Marcela has over 20 years of fundraising experience. She previously served as the AVP for Strategic Partnerships at CARE, a leading humanitarian organization that fights poverty globally by advancing the rights of women and girls, and as the fundraising lead for Americans for UNFPA, Grand Street Settlement, and Project Reach Youth. Marcela received an MPA from NYU and a BA from Cornell University; she also served as a Peace Corps volunteer in Senegal. Marcela is a member of the Board of Directors of Women in Development (WiD), New York City.

Tyree Jackson serves as the Career and College Success Advisor for Liberty LEADS. He joins Liberty LEADS with more than five years of experience working with young adults and youth from both youth development after school programs and the New York City Department of Education. He graduated from Sarah Lawrence College with a BA in Social Psychology; received his MSed in Guidance and Counseling Education and NYS School Counseling Certification from Hunter College School of Education; and obtained his Post-Graduate Advanced Certification in LGBT Health, Education, and Social Services from New York University Steinhardt School of Culture, Education, and Human Development.

Florence Lynah is a new 1:1 Aide in the Family Center. Florence is new to her role but not to Bank Street—as a teen, she was part of the Liberty LEADS program and her first summer job was at the Family Center. Years later, she decided to pursue a career in cosmetology until she realized her true passion was teaching.

Jasmine Marshall is the new Assistant Project Director for the National Network at Prepared To Teach. She manages the nationwide network of teacher preparation programs and district partnerships that are designing programs to sustainably fund teacher candidates to engage in yearlong residency preparation in Colorado, New Mexico, South Dakota, Virginia, Washington, and Southern California. Previously, Jasmine served as Clinical Supervisor for the Urban Teacher Education Program at Rutgers University; she also served as a Peace Corps volunteer in Senegal. Marcela has over 20 years of fundraising experience. She previously served as the AVP for Strategic Partnerships at CARE, a leading humanitarian organization that fights poverty globally by advancing the rights of women and girls, and as the fundraising lead for Americans for UNFPA, Grand Street Settlement, and Project Reach Youth. Marcela received an MPA from NYU and a BA from Cornell University; she also served as a Peace Corps volunteer in Senegal. Marcela is a member of the Board of Directors of Women in Development (WiD), New York City.

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Visiting bankstreet.edu/in-the-news to see recent news coverage of Bank Street, our faculty and staff, and our programs and initiatives.

Liberty LEADS 30th Anniversary

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strengths and areas for support. The program also recognizes the crucial role of peer relationships and encourages students to share their challenges and successes with one another, which strengthens communication skills and creates a strong, lasting community within the program.

As students enter their junior year of high school, Liberty LEADS staff guide students in preparing for college and work with their families to support them through the entire process, including SAT prep, financial aid workshops, and admissions advisement.

"Many of our students are the first in their families to go to college so they do not have a road map. Liberty LEADS opens the door of opportunity for many students simply by consistently pointing them in the right direction," said Ani Tiburcio, Director of Liberty LEADS at Bank Street. "One of the great things we do every year is a college tour where we take students to visit different schools. We help them pursue the schools that best meet their interests, needs, and long-term goals."

Ninety percent of Liberty LEADS students have enrolled in college since 2004, which starkly exceeds the New York City Department of Education rate of 57 percent.

This year, Liberty LEADS is celebrating three decades of advancing equity in education. In April, Bank Street’s Annual Dinner will honor the program’s 30 years of service and celebrate its paramount success in impacting the lives of local New York City students.

For more information about the Liberty LEADS program at Bank Street, please visit bankstreet.edu/libertyleads.

Prepared To Teach Expands

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to document how teacher education institutions are redesigning their preparation programs in partnership with districts to create residencies that can address the issue of sustainably funded candidate stipends.

Prepared To Teach is dedicated to finding pathways to support and sustain high-quality teacher preparation so every teacher is ready to take on the challenges of the 21st century classroom. Teacher residencies offer aspiring teachers the opportunity to co-teach with a mentor teacher for an entire year before taking charge of their own classrooms, providing them with more time to hone their skills and develop their confidence.

"Our country is facing a severe teacher shortage, and the cost of obtaining credentials through a quality teacher education program can be pricey, often leading aspiring teachers to enroll in quick entry programs that allow them to become the teacher of record in as little as one week," said Karen DeMoss, Executive Director, Prepared To Teach. "Sustainably funded teacher residencies can transform education systems by creating more equitable access to the profession and more high-quality, well-prepared teachers who stay in the profession longer and strengthen schools over time. We are grateful for the opportunity to support our new partners in their efforts to expand access to teacher residency programs."

As part of the new project, university partners will work with local school districts to imagine new ways to use existing dollars within school and district budgets to fund candidate stipends. As universities and districts iron out the logistics, Prepared To Teach will document their process to guide a “learning agenda” that can help inform other programs looking to make a similar shift to sustainable candidate funding.

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“Each of our partnerships brings a unique focus to the project and provides us with the opportunity to learn and share a variety of different approaches to how leaders, higher learning institutions, and local school systems can work together to proactively support sustainably funded teacher residencies,” said Divya Mansukhani, Project Analyst, Prepared To Teach, who leads the learning agenda for this work.

For example, the University of South Dakota’s yearlong residency within the School of Education is focused on developing a Grow-Your-Own program in partnership with local Sioux Falls high schools. This new partnership will allow high school seniors to take dual credit education classes that will allow them to finish coursework early and participate in a yearlong residency experience at the school they graduated from. Upon completion of the residency, students will be guaranteed a job in the district. Simultaneously, current residents from their undergraduate program will commit to serving in the district for several years after graduation.

Colorado and Virginia provide opportunities to study statewide collaboration that can support critical policies to strengthen teacher education. Two years ago in Colorado, seven institutions joined together as the Colorado Consortium of Residency Educators to work with Prepared To Teach to build capacity in the state to understand the features of quality residencies. These institutions are now focusing their efforts on developing high-quality, equitable early childhood programs across the state. Four institutions across Virginia are collaborating on ways to promote state-level commitments for funding that provide stipends for teacher candidates completing their student teaching requirements through residency norms.

Partners on the West Coast are focusing on developing residency-like models that will benefit all of their aspiring teachers across programs. Western Washington University is focused on developing a deep, reciprocal partnership with one of their school districts to increase the number of effective novice teachers, while partners in Southern California are working to implement yearlong clinical placements across their teacher education programs that service the Los Angeles United School District.

Lastly, the University of New Mexico has set its sights on supporting the area’s large Native American student population. The University aspires to recruit more diverse candidates and implement culturally relevant teaching to raise student academic achievement.

“The dedication of these partners who are working to transform teacher preparation is inspiring. Though the project has really just begun, we have already learned so much and built an amazing national network committed to learning from each other about how to shift the norm of teacher preparation,” said Jasmine Marshall, Assistant Project Director, Prepared To Teach, who oversees this particular project within the broader Prepared To Teach portfolio of work.

To date, Prepared To Teach has supported programs in over 20 states to help develop or document locally appropriate, sustainably funded teacher preparation models that benefit the entire educational ecosystem. “We are looking forward to working with our new partners to further the mission of high-quality, sustainably funded teacher residencies for all aspiring teachers,” said Doug Knecht, Vice President, Bank Street Education Center.

To learn more about Prepared To Teach, visit bankstreet.edu/prepared-to-teach. To explore the program’s publications, visit bankstreet.edu/ptt-pubs.

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 or as an article on the website or the next newsletter.
“To meaningfully impact the quality of early learning experiences for all young children across the city, we must co-create and implement a comprehensive, cohesive plan that provides high-quality, ongoing cycles of in-service professional learning for all early childhood educators,” said Emily Sharrock, Associate Vice President of Strategy and New Program Design at the Bank Street Education Center. “We look forward to working together with stakeholders across New Haven to realize a common vision of Ideal Learning for the city’s educators and young children.”

NH ChILD envisions a city where all 14,800 children from birth to age eight living in New Haven have access to high-quality early learning experiences. To help support this objective, NH ChILD will focus on thoughtfully constructed professional learning opportunities for early childhood educators grounded in strengths-based and culturally responsive practices. According to the report, meaningful professional learning opportunities for educators will translate into positive outcomes for children, including improved social-emotional and language development. The report provides information on the implementation of essential professional learning opportunities, including orientation sessions on Ideal Learning, coaching sessions, the creation of Professional Learning Communities (PLCs), and sustained leadership support.

During the first two years of implementation, NH ChILD will host a series of orientation sessions led by expert coaches to introduce early childhood educators throughout the community to the organization’s mission and common vision of Ideal Learning. This child-centered philosophy supports children in all aspects of their development and reflects a commitment to developmentally meaningful, play-based, and trauma-informed care.

“To ensure success, the plan for professional learning must be anchored in a locally adopted, common vision of quality learning experiences. These orientation sessions will include an introduction to the Principles of Ideal Learning as well as discussions about how the principles can be adapted to fit the New Haven community,” explained Allyx Schiavone, GSE ’94, Executive Director of the Friends Center for Children. “We are working both to strengthen the quality of existing programs by integrating these principles into their teaching and learning practices and to increase the number of spaces for children in high-quality early care and education programs.”

NH ChILD estimates a total of 15 orientation sessions per year designed for center-based providers, public school educators, and family care providers for the first two years.

To further support the project’s mission, NH ChILD has developed a coaching model for adult learning. Within the next three years, every early childhood educator in New Haven will have the opportunity to participate in at least one cycle of professional learning. Led by expert coaches, the program will include attendance at professional development workshops and up to four visits of follow-up, job-embedded support connected to at least one locally adapted Principle of Ideal Learning. A portion of coaches will be fluent in Spanish.

“NH ChILD’s coaching efforts will coordinate, build upon, and supplement—not supplant—the examples of excellent coaching currently happening across the community,” said Davia Brown-Franklyn, GSE ’97, Senior Director of Partnerships at the Bank Street Education Center and lead on the 2016 early childhood review project of New Haven Public Schools. “We are interested in collaboratively developing our coaching program in partnership with successful models and strategically filling any gaps in support and coordinating efforts across the city to ensure that all educators can access high-quality learning opportunities.”

Plans also include creating PLCs featuring monthly meetings for educators to collaboratively engage in an investigation of one topic or problem. Funding for the PLCs includes a $46,000 donation from the Trust for Learning.

Beginning in Fall 2020, NH ChILD will launch the Leadership Support Model, providing every early childhood educator in the city with a mentor or supervisor who has a deep understanding of early childhood education and the Principles of Ideal Learning. Mentors and supervisors will consist of approximately 100 school or program administrators and principals. A leadership certificate program is also planned for the second or third year of implementation.

Interested in partnering with the Bank Street Education Center to help build strong teaching practice across school districts such as New York City, Newark, or New Haven? Please visit bit.ly/BSECsurvey to learn more and share your contact information and area of interest.
“The new report provides a roadmap of ideas for how to realize our commitment to providing high-quality early education experiences for local children so we can dramatically change the early education narrative in New Haven. We are excited about this important work and New Haven’s commitment to investing in early education and the future of the city’s children,” said Sharrock.

Launched in April 2017, NH ChILD brings together the resources of three leading early childhood organizations: the Bank Street Education Center, a leader in influencing positive learning outcomes for students and educators through strengths-based, learner-centered, and equitable education practices; the Trust for Learning, a coalition of grant makers dedicated to spreading Ideal Learning programs across local communities; and the Friends Center for Children, a New Haven-based early childhood education center to help revolutionize New Haven’s early care and education landscape. Funding for the NH ChILD initiative includes $625,000 in in-kind and local donations and a $1 million pledge from A Stone’s Throw, a local New Haven family foundation.

The new report was written by Emily Sharrock, Associate Vice President of Strategy and New Program Design at the Bank Street Education Center, and Courtney Parkerson, NH ChILD Project Director, with guidance from the advisory board of NH ChILD. To read the new report, please visit bit.ly/nhchild. To learn more about NH ChILD, please visit newhavenchild.org.

Happy Anniversary

Congratulations to faculty and staff celebrating important milestones! This section of Word on the Street will continue to recognize 10-year anniversaries and over that are divisible by five.

Meghan Chvirko, 10 years, Senior Associate Registrar, Graduate School of Education

Welcome to Bank Street

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The School for Children welcomed Maryangelic Mendez as a new Associate Teacher working with Samantha Nadal in an 8/9s classroom. Prior to Bank Street, she was a Grade 1 Associate Teacher at the Spence School and a Grade 1 Associate Teacher at Berkeley Carroll. Maryangelic earned her master’s degree in Elementary Inclusive Education from Teachers College, Columbia University and is dually certified for teaching general and special education. She also earned a BA in Sociology and Anthropology and graduated cum laude. While pursuing her undergraduate degree, she was in several honor societies, such as Sociology, Philosophy, and Foreign Language.

The Center on Culture, Race & Equity welcomed Zipporah (Zipp) Mills as a new Content Developer/Facilitator. A native New Yorker and staunch advocate for public schools, Zipp spent 32 years with the New York City Department of Education as a classroom teacher and assistant principal, retiring from one of Brooklyn’s most diverse elementary schools. Zipp has spent her entire career working to bring equity to Black and Brown children and is honored to continue that mission with Bank Street.

Maimuna Mohammed is the new Content Developer/Facilitator in the Center on Culture, Race & Equity. Earlier in her career, Maimuna taught in Africa before immigrating to the United States and making New York City her home, where she has worked in community-based programs for more than 22 years. As an educator, she uses teamwork to encourage cooperation between organizations and individuals and help teams work toward a common goal and create positive change in communities. Maimuna also supports Elevating Parent Voices to help increase the number of people and groups working to improve children's education, health, and well-being by using culturally responsive methods.

Razzaq Mohammed is a new Developer Analyst on the Applications and Web Technologies Team in IT. Razzaq has eight years of experience in Business Analytics reports design and development, primarily with Cognos. He holds an MBA degree.

The Education Center welcomed Rachel (Rae) Norman as a Program Associate for the New Program Design team. She previously oversaw the operations of the Student Equity Program at Orange Coast College, where she connected over 300 low-income students annually to resources that guaranteed access, opportunity, and advancement. Prior to that, Rachel worked as a Program Coordinator for the social enterprise team at SteppingUp. Rachel is an LA native and holds a BA from Chapman University in Integrated Educational Studies. She is currently working towards her Master’s in Education Policy & Social Analysis from Teachers College, Columbia University.
“Our partnership with DCPS was established to help create meaningful, positive change in the school experience for the district’s African American boys. Bias, whether implicit or explicit, affects all of our interactions, assumptions, and judgments and, as the data shows, has a far-reaching effect on the trajectories of underserved students, particularly around disciplinary action in schools,” said Lisa Gordon, Associate Director of Early Childhood Programs, Center on Culture, Race & Equity. “Our approach, however, was not about fixing the kids. Instead, we focused on working with the adults—on changing the attitudes, mindsets, skills, and practices of teachers, school administrators, and families so they can hold an empathetic lens as they engage with students and student policy.”

To kick off its work, CCRE and DCPS co-created and executed a pilot program at three elementary schools during the 2014-15 school year. The goal of the program was to shift the school community from a deficit mindset to a strengths-based, culturally responsive mindset to help improve the school experiences of its Black male students and support system-level change.

The collaboration included 15 hours of professional development for teachers with a focus on addressing teacher attitudes and beliefs around issues of culture and race, how to recognize implicit bias, and how to identify and build on boys’ strengths through culturally responsive strengths-based practices in the classroom.

In addition, school leaders and administrative staff received six hours of professional development with a special focus on school climate and culture and the task of identifying and applying their learnings to a specific school goal, policy, or practice. Two two-hour focus groups were also held for families, including a focus group exclusively for male family members. These sessions focused on sharing personal experiences and exploring strategies to support school success for their children. All trainings were led by Bank Street facilitators and incorporated strengths-based and trauma-informed practices to help support relationships among teachers, students, and their families.

According to administrators at Turner Elementary School, one of the pilot sites, the program has contributed to positive change within the school community. Students are happy to walk into the school and their classrooms, parents are more present and involved in school, and teachers are reaching out for more support and collaboration regarding strengths-based behavior interventions.

To build on the success of the program, DCPS and CCRE launched the Empowering Males of Color: Supporting the School Success of Young African American Boys Project in the 2017-18 school year. A cohort of five DCPS schools participated in the project.

“Prior to participation in the program, we really had a deficit approach to providing intervention and being responsive to students,” said Eric Bethel, Principal, Turner Elementary School. “Since we launched the program, we’ve reduced suspensions in our school by 60 percent and decreased discipline referrals by no less than 20 percent every school year since 2015.”

In addition, the program also succeeded in helping Turner Elementary School create a positive shift in school culture, including a:

- 30 percent drop in profanity;
- 64 percent drop in classroom disruptions;
- 74 percent drop in skipping class; and
- 90 percent drop in bullying.

The CCRE team works with schools, school systems, and communities to help build capacity in creating safe, culturally responsive environments grounded in student-centered practices and policies that embrace each child’s unique cultural strengths. Current projects are occurring in community-based organizations, school districts, and independent schools across New York City, Utica, and Liberia.

“Our approach is tailored to meet the unique needs of each program partner and designed to equip schools and communities with the skills, concepts, and tools needed to create meaningful change,” said Veronica Benavides, Director, Center on Culture, Race & Equity. “We are proud and encouraged by the results of our partnerships with Turner Elementary School and look forward to future partnerships in Washington, D.C. and across the country.”

To learn more about the work conducted at Turner Elementary School, view the “A Case Study on Systemic Change” video at bankstreet.edu/ccre-dc.
Michele Ryan, the program’s director, describes the expansion:

“As we continue to work in the Bronx, we are also broadening our reach to uncertified pre-K teachers in Harlem and Washington Heights. Many of the same circumstances that directed us to preschools in Bronx neighborhoods are similar reasons why we are expanding our reach. We want to offer an affordable, stimulating, and relevant master’s program to dedicated uncertified teachers in these communities as well, so they can make a significant difference in the quality of experiences they offer their students. We also look at this unique program as a way to work with and learn from community partners with the same goals in mind. This third cohort will focus on novice preschool teachers so their master’s education can have a strong impact on their classroom practice early in their teaching careers.”

Like Bank Street’s standard degree programs, the Early Childhood Urban Education Initiative helps participants hone their teaching skills and learn the most effective strategies to impact the young children they work with. Class schedules are tailored to complement the work schedules of enrolled students and assignments are designed to capitalize on their existing strengths while maintaining the rigor of traditional Graduate School courses.

The three-year program also includes supervised fieldwork, a leading component of Bank Street master’s degrees that allows future teachers to take what they’ve learned in their courses and apply it to real settings where young children learn. During this time, they receive guidance and support from a Bank Street advisor, who helps them reflect on their strengths, talk through the challenges they face, and collaborate on teaching strategies to enhance their practice.

“The professional interactions during fieldwork between advisors, cohort members, and their settings serve as a model of how collaborations build capacity to engage thoughtfully with children and their families,” said Peggy McNamara, Senior Director of Student Learning Support and Community at Bank Street College.

While the program offers many classes in the community, some are held at Bank Street’s physical location on 112th Street and students have full access to many of the College’s resources including the Library, student services and supports, conferences and events, and the Bank Street alumni network. This encourages participants to immerse themselves fully into the Bank Street community and make the most of what the College has to offer.

Since the program’s inception, project leaders have engaged in a cycle of reflection to understand what about the program has worked and what can be improved. Part of this process involves gathering anecdotal feedback from participants—many of whom have been thrilled with their experience.

“My experience at Bank Street has been eye-opening, challenging, and incredibly helpful,” said Maria Rodriguez, a second cohort participant. “I’m learning in this field how to work as a teacher, how to help children, how to help families, and how to help my coworkers and classmates.”

Carolina Soto Bonds, a first cohort participant, added, “I’ve loved this program and it has changed my life. I thoroughly believe in the content of what we’ve learned and in Bank Street’s initiative in developing and implementing this valuable program in the Bronx. This program has influenced every aspect of my life and has made me want to be involved in similar work, proliferating ideals I’ve explored at Bank Street, always.”

Upon graduation from the Early Childhood Urban Education Initiative, participants will be eligible for New York State certification as early childhood teachers. They will qualify for higher compensation and may officially work as head teachers in early childhood classrooms in community-based programs or public schools.

Cecelia Traugh, Dean of the Graduate School of Education, added, “The Early Childhood Urban Education Initiative is a testament to Bank Street’s deep commitment to making a difference in communities through education. We appreciate our partners for their collaboration and insight and we look forward to welcoming a new cohort of students in 2019.”

For more information about the third cohort in the Early Childhood Urban Education Initiative, please reach out to Michele Ryan at mryan@bankstreet.edu.
times a week to strengthen foundational reading skills, including phonics, word recognition, decoding, comprehension, and fluency to help students build their skills and develop a love for reading.

“The Reading & Literacy Programs at Bank Street integrate theories about language development with fieldwork in both classrooms and the clinical settings where reading specialists work,” said Lynne Einbender, director of the Reading & Literacy Programs at the Bank Street Graduate School of Education. “The Literacy Fellows program offers our advanced students the opportunity to apprentice with an experienced reading specialist and deepen their understanding of teaching and learning.”

The Literacy Fellows program has made a great impact on the Bank Street community, including teachers, graduate students and, most importantly, the children. Schottland noted that an increase in teachers has allowed for the creation of smaller, more differentiated reading groups based on students’ reading abilities and areas for improvement, which effectively bring children to the next step in their learning and development.

“The program has strengthened my expertise in reading instruction and allowed me to grow as an educator,” said Abigail Caumartin, Literacy Fellow at the School for Children.

“The opportunity to autonomously teach and reflect on practice under the guidance of an experienced educator has transformed my teaching and greatly contributed to the progress of my students,” added Samantha Segal, Literacy Fellow at the School for Children.

The yearlong fellowship is set to conclude at the end of the school year with plans for next year to be determined.
tects the dignity of every child and honors young people’s rights to expression and self-determination, asked teachers to look to the troublemakers in their classrooms as those who can teach us the most about freedom, safety, and inclusion.

“On an average school day across this country, 250 preschoolers are suspended or expelled,” Shalaby said. “I worry about what happens to those 250 young, brilliant children. I worry about how they will come to see themselves as dangerous, too bad, or too broken to deserve a chance at belonging. And when we are told that a community is safer or better or easier or happier without them, I also worry about the thousands of children who bear witness to these lessons and throw away people. What are we teaching?”

Even in the most progressive classrooms, she noted, educators tend toward classroom management techniques that mimic the logic of prisons. Rather than police a set of rules to which students must comply or else find themselves socially isolated, Shalaby encouraged the teachers in the audience to learn from the troublemakers. “They are like canaries in a coal mine who suffer and warn the rest of us that something is wrong,” she said. “Instead of asking why a child is being so disruptive, I can instead ask: What is this child working so hard to disrupt?”

Shalaby asked teachers to be radical in their approach, in their inclusion, and in their love for their students. She argued for a definition of freedom that sets standards for behavior for all members of a classroom community, saying, “Freedom is a very high standard for classroom management. It isn’t 30 people all doing whatever they want, it’s every person wondering and worrying about how to make sure other members of their community are able to be their whole human selves. If I’m oriented toward ensuring that right to freedom for someone else, then that requires me to seriously mind my own actions.”

“Education can be a powerful force in the creation of a more rational, humane world,” noted Shael Polakow-Suransky, GSE ’00, President of Bank Street College. “Shalaby’s work inspires difficult discussions about whether or not our schools are oppressive institutions for some of our children. She pushes us to rethink our practice in deep ways.”

Shalaby’s presentation concluded not with answers, but with a request that teachers shift perspective and ask a different set of questions, including: “Is there a human need going unmet that this child is making visible? Is there a warning to heed? Can we wonder together how the problem in our classroom might be related to a problem we see out in the world? How will we practice healing one another and disrupting the harms we see out in the world?”

The John H. Niemeyer Series comprises lectures and symposia focused on urgent matters of educational interest. The Series is dedicated to the memory of John H. Niemeyer, Bank Street’s second president, for his leadership in helping Bank Street College become a national voice for children beyond practice and into policy.
Welcome to Bank Street

Mona Rayachoti joined the Communications team as Graphic Designer. Prior to Bank Street, Mona worked in an agency environment providing digital and print design for multiple clients; she was also the in-house designer for the American Red Cross in Greater New York. Mona received a BS in Advertising at the University of Texas at Austin and an AAS in Graphic Design at Parsons School of Design.

Sarah M. Semlak, PhD, is the Director of Policy in the Education Center, where she focuses on developing a national Call to Action to unite stakeholders who support children in the first 1,000 days of life and their families. A graduate of the University of California, Berkeley, Sarah has worked for over 20 years in the field of child and family development. Her experiences include being a university professor, program administrator, and direct service provider in a range of federally, state, and privately funded programs. Most recently, she was a director on a series of HHS ACF funded Training and Technical Assistance centers at ZERO to THREE, where her primary responsibility was to support the coordination of work within and across the projects’ consortia and TTA partners.

The Education Center welcomed Charlotte Wells as a new Program Associate on its School System Partnerships & Programs team. She has a passion for education, previously working with children through tutoring, summer camps, and most recently as an assistant pre-K teacher at the Goddard School for Early Childhood Development. Charlotte holds a BA in Psychology with a Minor in Art from Temple University. As a Family Center alumna, she is excited to join the Bank Street team.

Bank Street Safe & Sound Schools Conference

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protective of children and families and more regressive in the commitment to valuing our country’s diverse population,” she said.

Koplow emphasized the power of strong, responsive adult-child relationships in school. She reminded the group that children need developmental partners at every age and stage in order to accomplish and strengthen the developmental milestones that underlie social and emotional well-being.

“Being with children, and offering them the symbolic tools they need to make sense of what happens in their lives within relationships, is a powerful foundation for resilience,” said Koplow. “Responsive relationships can buffer stress over time and free children’s cognitive capacities, as well as enhance the development of peer connection and empathy.”

Koplow noted that many schools are working tirelessly to support a growing number of children who need emotional support, which can be challenging with limited resources. She encouraged the practitioners in the audience to focus on instilling trust and helping children to feel safe, which leads to greater potential for learning, positive socialization, and mental health.

The event offered several breakout sessions led by staff from Emotionally Responsive Practice at Bank Street as well as working teachers and administrators. Topics included: The Power of Transitional Objects: Teddy Bears in the Classroom, Emotionally Responsive Literacy, Working with Children’s Immigration Stories in the Classroom, Stories from the Classroom: Teachers Talk About Experiences with ERP, ERP for Children in Upper Grades and Middle School, and Promoting Empathy and Resiliency: Creating an Emotionally Responsive Infant, Toddler and Twos Classroom, among others.

Attendees left the conference with a deepened understanding of the social and emotional foundations for learning as well as the powerful strategies for building responsive relationships and creating school communities where children can grow and thrive.

Attendees had the opportunity to put their creativity to the test in breakout sessions that explored topics on implementing emotionally responsive school routines.

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(1-4) On your mark, get set, spell! This year’s Bank Street School for Children bee was a b-l-a-s-t. Congrats to all who participated! 

(5-7) Bank Street was honored to welcome Senator Kirsten Gillibrand on November 17 to talk about her new children’s book, Bold and Brave, with illustrator Maira Kalman; 

(8-11) Notable authors, illustrators, editors, reviewers, and scholars from the children’s literature community flooded into Bank Street for its BookFest event; 