Research at Bank Street College of Education

Since its founding as the Bureau of Educational Experiments in 1916, Bank Street College of Education has been dedicated to research on child development and the necessary practices, conditions, and contexts to best foster the growth and success of all students. Our founder, Lucy Sprague Mitchell, was first and foremost a researcher who created the Bank Street model of teaching based on her close and systematic observations of early childhood classrooms.

For over a century, Bank Street's research has aimed to advance our knowledge of how children learn and how educators can best understand and teach their students across diverse contexts. Today, research at Bank Street is characterized by its interdisciplinary and multi-method design, with an emphasis on close observation of children and teachers in the environments where they work and play.

Scholars across the College continue to build new knowledge to improve and sustain high-quality progressive, anti-racist, and culturally responsive education with a focus on early childhood education, educator professionalism and professional development, and civics education. Our legacy of research in education influences the field through multiple programs and initiatives:

- The **Straus Institute for Thriving Children & Families** conducts policy analysis and applied research that informs real-world solutions to help build a more equitable society for children, families, and the communities in which they live and learn. By partnering with and translating findings for communities, advocates, and policymakers, the institute promotes healthy child development, economic stability for families, and a well-prepared and fairly compensated early childhood workforce. The institute includes the National Center for Children in Poverty, which works to advance family-oriented policies and strategic use of public resources to support the economic security, healthy development, and well-being of America's next generation.

- The **Public Engagement & Research Initiative (PERI)** facilitates research-engagement partnerships with schools and communities to explore and co-construct solutions to complex problems in education. Through these partnerships, PERI develops new narratives that support public education, reflect community needs, and re-center the best progressive educational practices for a multi-racial democracy. The themes that connect PERI partnership projects are educator professionalism, family voice and vision, and the demands of democracy. Current projects include the study of undergraduate pathways into the field of education, civics education, and building bridges across differences in local communities to support inclusive public schools.

- The **Bank Street Education Center** disrupts inequity through system-level change to help design better educational experiences for both adults and children. In collaboration with program partners ranging from teachers and families to school leaders and policymakers, the Education Center creates customized strategies that support strengths-based, learner-centered, and equitable educational practices to help all students thrive across four key areas: Culture, Race, and Equity; Early Childhood Education; K-12 Math Education; and Responsive Design. Across this work, practice-based, applied research emerges from partnerships to help inform local practice and build an evidence base for addressing some of the nation's deepest challenges to effective teaching and learning. Current studies focus on the role of professional learning communities among K-12 math educators and early childhood system leaders of color, the features of effective coaching for school leaders working toward complex school-wide change, and centering racial equity and continuous improvement processes in teacher professional learning.

Through collaborative research, our work continues to advance Bank Street's longstanding role as an institution that serves the public good by building new research and knowledge to improve education for all.