



Celebrating Bank Street's First 100 Years

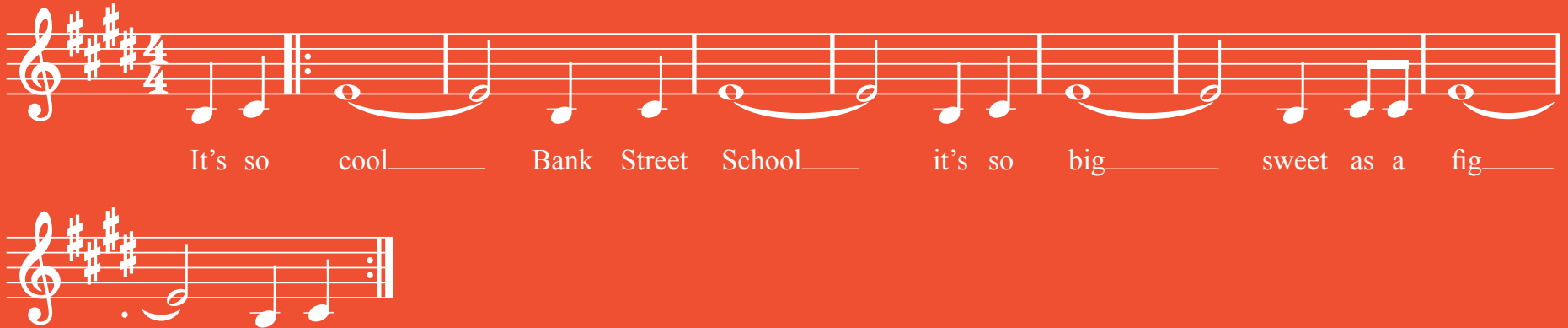


Bank Street Has a Birthday

It's So Cool, Bank Street School

Melody by 5/6s Student

Words by the Bank Street Lower School



The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the main melody with lyrics: "It's so cool Bank Street School it's so big sweet as a fig". The second staff shows a short melodic phrase: "It's so cool".

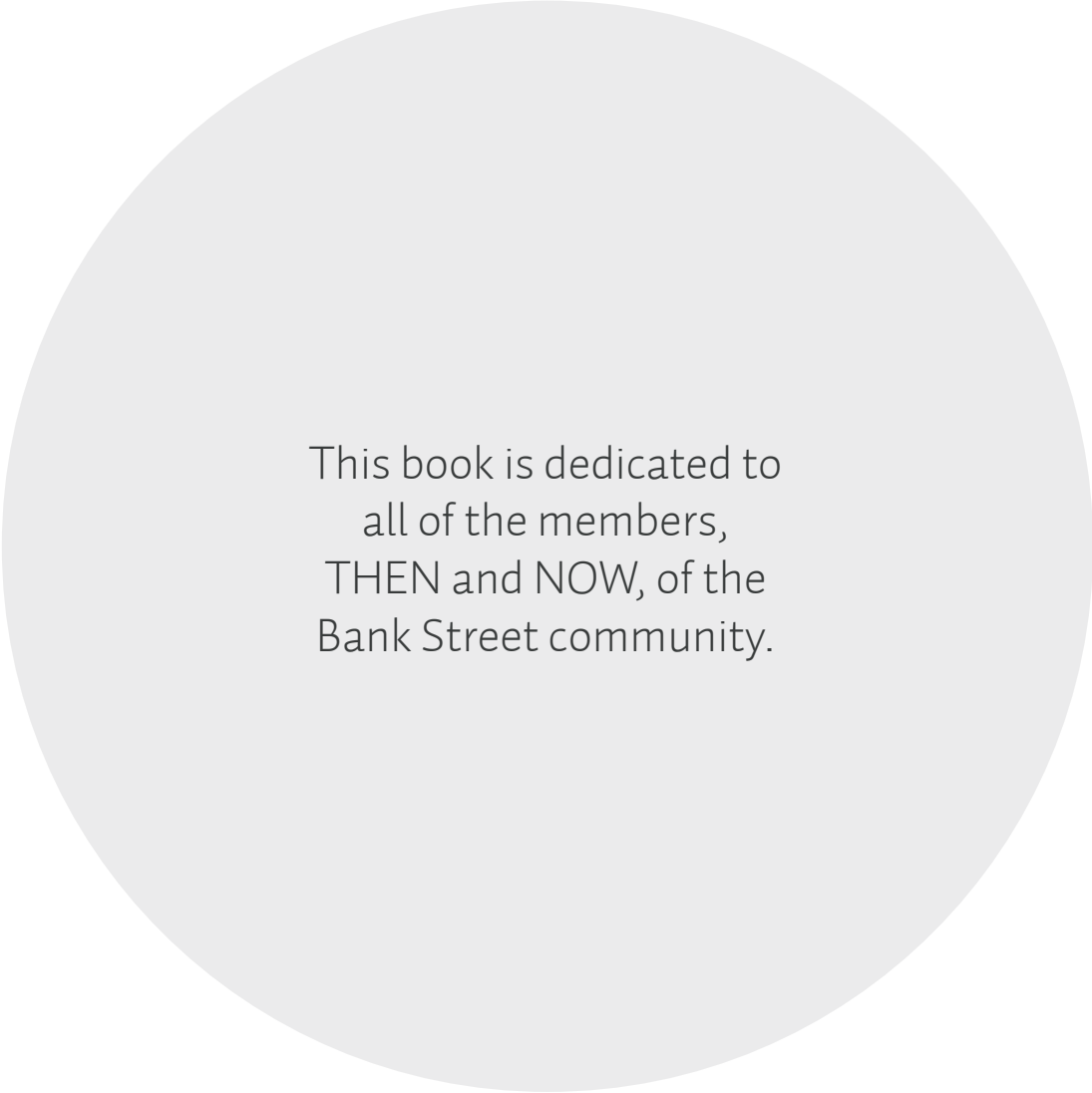
It's so cool, Bank Street School.
It's so big,
Sweet as a fig.
It's amazing,
Like star-gazing.
100 years old
So we've been told,
Like a trophy of gold.
100 years old!

What do you like to do at Bank Street?

We can bring toys for rest,
Play on the deck,
Read and write,
We can paint,
Hang stuff up.
We can sing,
About everything.
We can think,
We have meeting seats.
Plant seeds on the deck.
We have books
And we're cooks.

What do you hope for Bank Street 100 years from now?

We wish for no fire.
We need more floors.
Swings on the deck.
(That it) never breaks down.
Paintings stay put.
Books are good.
Just like wood.
Teachers will be here,
Parents and kids.
A big box on the deck
For everyone in the world.



This book is dedicated to
all of the members,
THEN and NOW, of the
Bank Street community.

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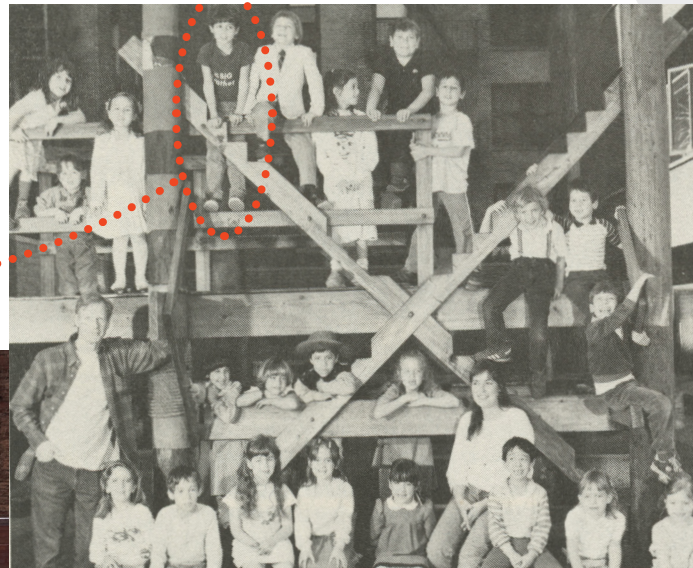
Bank Street College of Education
610 West 112th Street
New York, NY 10025
www.bankstreet.edu

..... Celebrating Bank Street's First 100 Years

The student's drawing of her dad on the playdeck, 2016



The 5/6s student's dad and his class on the playdeck at Bank Street School for Children, 1985



Then

Now



The 5/6s student and her class on the playdeck at Bank Street School for Children, 2016



The student's drawing of herself on the playdeck, 2016

..... Celebrating Bank Street's
First 100 Years and Beyond

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Foreword



As we celebrate our Centennial, it is a fitting moment for the Bank Street community to pause and reflect on our century-long impact as progressive educators and our deep commitment to improving education, practice, and policy within New York City and around the world.

In 1916, Lucy Sprague Mitchell and her colleagues embarked on a revolutionary journey: to better understand how children learn and to improve the way we teach by building from the strengths we see in students and in ourselves. For one hundred years, Bank Street educators and leaders have honed an approach to teaching and

learning grounded in the principles of human development and anchored in constant reflection. They have sought to create environments where young children are known deeply and are encouraged to develop the creativity and resilience they will need to succeed in life. Through this work, Bank Street has become a beacon for educators and leaders deeply committed to improving the lives of children.

Celebrating our First 100 Years offers the Bank Street community an opportunity to reexamine and commemorate our historic achievements, our guiding principles in practice, and our impact on children and adults. I encourage you to hold these stories close as we embark, together, upon a new century of teaching and learning and I look forward to seeing how—hand in hand—we write Bank Street's next chapter.

A white, handwritten signature of Shael Polakow-Suransky on a dark grey background.

Shael Polakow-Suransky

President, Bank Street College of Education

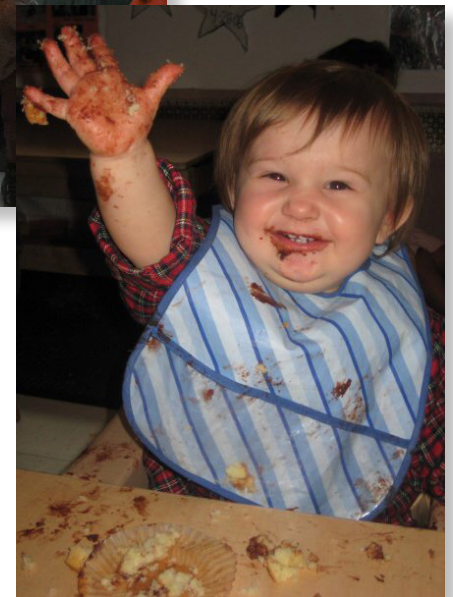
..... Celebrating

Happy 100th Birthday Bank Street!

“Birthdays are a celebration that become more meaningful to young children as they get older and accrue their annual birthday experiences. 2 and 3- year-olds start to make connections that birthdays are a milestone that can represent increased ability, strength, and independence and begin to be able to think about who they used to be and who they are now.

For 3 , 4 , and 5- year-olds, birthdays are a celebration of growing and changing in their desire to be independent and autonomous, while still wanting to be recognized as the center of their worlds. Birthdays highlight for a young child, “What could I do before my birthday?” “What can I now do?” and “What will I be able to do next?” Birthdays come and go quickly. But they are a special day that young children look forward to and count down the days until their birthday finally arrives.”

Jeannette Corey, Director
Michael Amaral, **Channing Edson**, **Kayla Zionts**,
Pamela Wheeler-Civita, Faculty



The Family Center



Birthday Thoughts—The Family Center Children

"We could have a special snack."

"We could put a card on one of the doors and have it say, 'Happy birthday Bank Street, Love, Room 3'"

"What if it blows away?"

"We could put it on the inside door!"

"What if we make 100 cards and we could put them on every floor?"

"How many floors are on Bank Street? Are we going to put a card on the roof?"

"We should sing Happy Birthday Bank Street!"



Making Cakes and Candles



Bank Street Then – Experimenting

Founders, Lucy Sprague Mitchell and Husband Wesley Clair Mitchell, undated photograph



In 1916, Lucy Sprague Mitchell, along with her husband Wesley Clair Mitchell and Harriet Johnson, founded the Bureau of Educational Experiments. With a staff of specialists in education, psychology, anthropology, medicine, and social work, the Bureau set out to observe and study children—to find out what kind of environment was best suited to their learning and growth, to create that environment, and to train adults to maintain it.

“Our aim is to turn out teachers whose attitude toward their work and toward life is scientific. To us, this means an attitude of eager, alert observation; a constant questioning of old procedure in the light of new observations; a use of the world, as well as of books as a source material; an experimental open-mindedness, and an effort to keep as reliable records as the situation permits, in order to base the future upon accurate knowledge of what has been done. Our aim is equally to turn out students whose attitude of relish, of emotional drive, a genuine participation in some creative phase of work, and a sense that joy and beauty are legitimate possessions of all human beings, young and old. If we can produce teachers with an experimental, critical, and ardent approach to their work, we are ready to leave the future of education to them.”

Lucy Sprague Mitchell

A Cooperative School for Student Teachers

Experimenting

Founder, Harriet Johnson,
undated photograph



Johnson observes children at
play, ca. 1930

Bank Street Now

The 12/13s – 13/14s High-Fives Problem

“A problem like the High-Fives challenge asks the students to generalize patterns and problem solve in order to work with big numbers and hypothetical situations. Giving a concrete scenario allows the students to experiment and confirm their hypotheses with smaller numbers until they feel confident that they have come up with a model that always works. While the students have not formally explored permutations or combinations, they are able to come up with a formula for one specific set of parameters using a variety of strategies (i.e., from drawings, physical trials with actual counting of high-fives, manipulatives showing possible combinations).

At this developmental stage, it is important to reinforce the idea that making mistakes is a requisite and welcome part of learning, and the abstract nature of math actually allows for more experimentation and range of approaches. The students eventually come together to find that there is usually one method that is the most straightforward and efficient way to come to a solution.”

Matt Moss, Morika Tsujimura
12/13s – 13/14s Math-Science Teachers

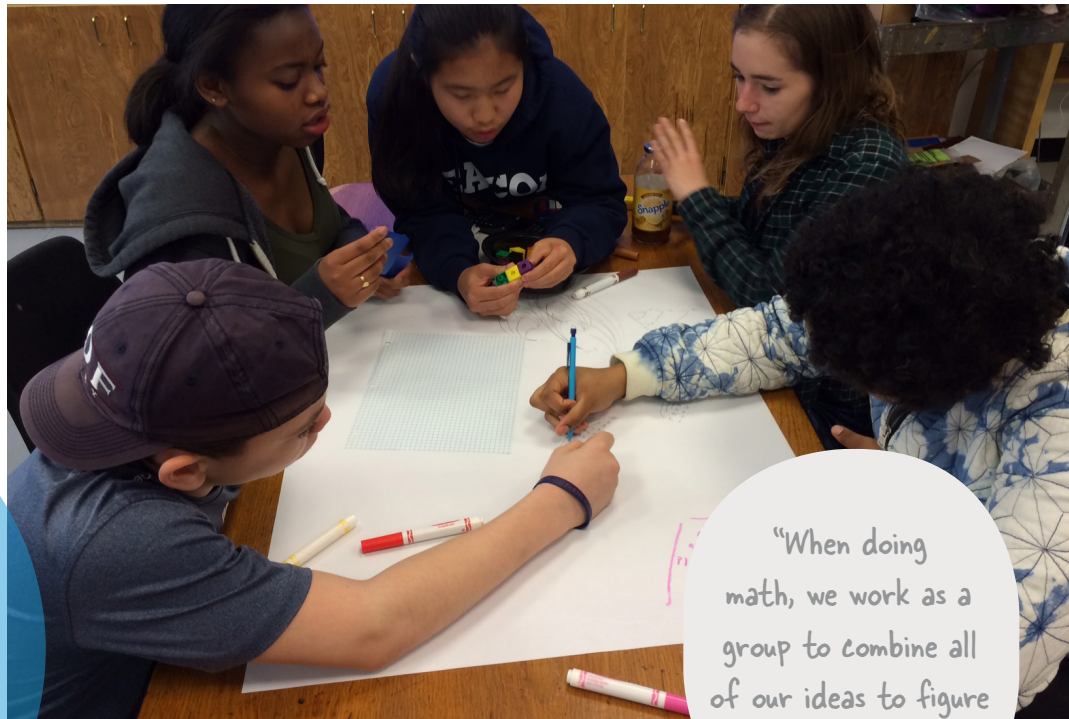
“Our basic strategy was to use trial and error until we found the most efficient way of getting to our answer. We incorporated all of our ideas into the exploration.”



Experimenting

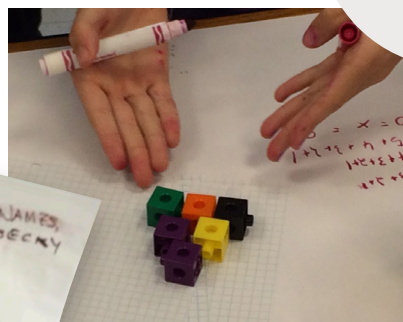
We first tried high-fiving with 3 people and got 3. With 4 we got 6. With 5 we got 10. With 6 we got 15. We found that if you make the # of people x , you can find y , the answer, by either multiplying it by $x-1$, and then dividing by two...

$$\frac{(x)(x-1)}{2} \text{ or squaring } x \text{ divided by two minus } x$$

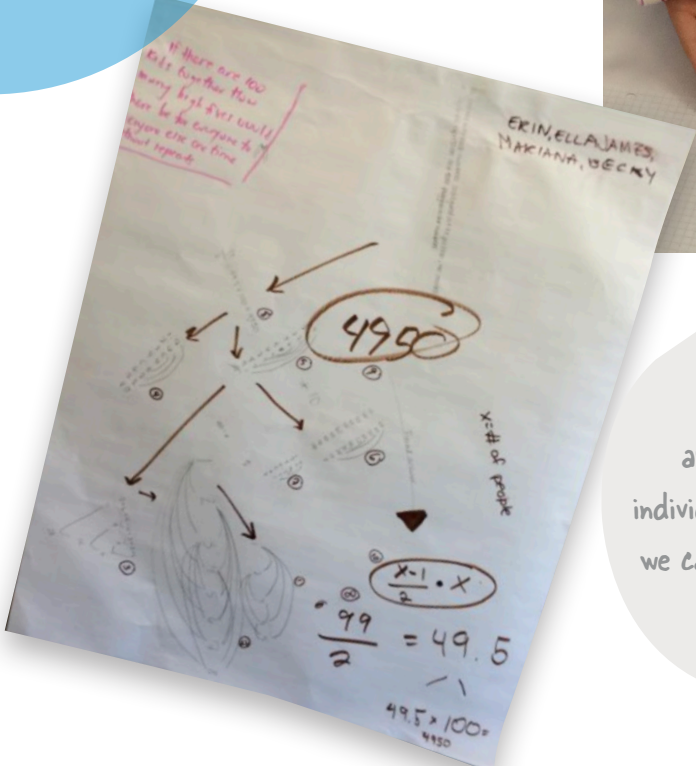
$$\frac{x^2 - x}{2}$$


How many high-fives would we do if every one of 100 kids high-fived every other kid only one time?

"When doing math, we work as a group to combine all of our ideas to figure out problems."



"We find things that we can relate to in the real world when we solve problems or when we find patterns."



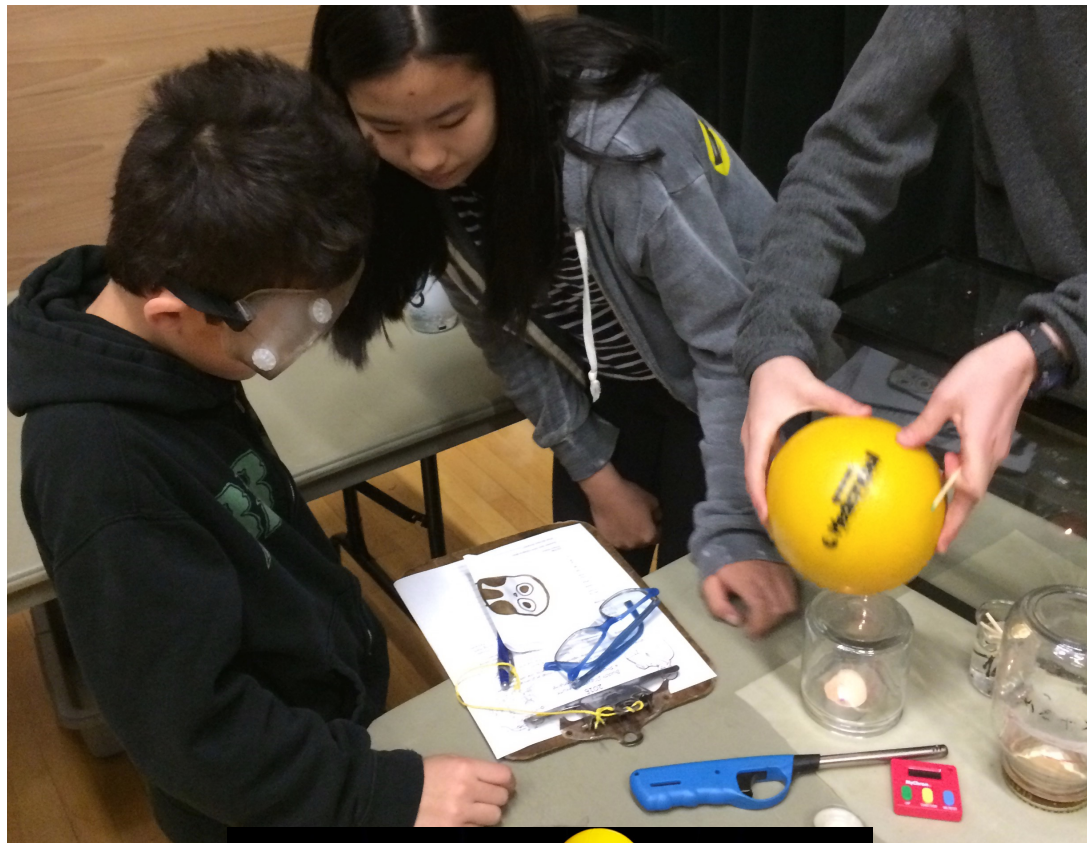
"We discussed different approaches and put all our individual ideas on the poster until we came up with one that seemed the most efficient."

The 11/12s Science Expo

“Science Expo for the 11/12s is about doing science rather than learning science content per se. Students engage with the scientific process just as “real” scientists do: students start with a question; they design an experiment that will answer that question; they carry out the experiment; they make sense of their data and draw conclusions.

Finally, students communicate their findings and the process to a wider audience. The topics and areas of content are wide open to students, with the only stipulations being that the question has to be testable (i.e., not a research question) and the test (experiment) has to be feasible given our time and equipment restraints.”

Ryan Harrity
11/12s Math-Science Teacher



“Science Expo is really fun and exciting. I loved being able to pick a question and explore and experiment with my friends. It was one of my favorite parts of our science curriculum.”

Experimenting

“One group of 11/12s students wondered, Do different liquids freeze at different rates? They set out to answer this question by devising an experiment. They put different liquids (water, salt water, sugar water, milk, chocolate milk, rubbing alcohol) in the freezer, checking on them every twenty minutes.

They were careful to control for variables such as the amount of liquid and the starting temperature of each liquid. Their experiment required them to agree on what “frozen” means (they decided that the liquid had to be a complete solid with no liquid or “slush”) as well as the performance of preliminary experiments to determine how often they needed to check on the liquids. After gathering and analyzing their data, the students found that they had a conclusive answer to their original question: Yes, different liquids freeze at different rates.”

Ryan Harrity
11/12s Math-Science Teacher

The 11/12s Cool Cubes Question



“Science Expo was a great experience. I had a lot of fun. We were able to organize and work on this experiment the way we wanted.”

Graduate School Voices – Experimenting

“At Bank Street, adult learners are invited to inquire, to wonder, and to always consider how the conclusions they come to might help them as productive, inclusive citizens. In classes at the College, mathematics is always taught as the study of relationships and the science of pattern. Just as the children engage in complex ideas, so do adults in the Graduate School. We ask adults to solve problems by exploring, working collaboratively, conjecturing, hypothesizing, inventing, and then applying their findings. We ask how these problems solved here today can serve you in your personal, professional, and career development years from now. We aim to instill a love of learning.”

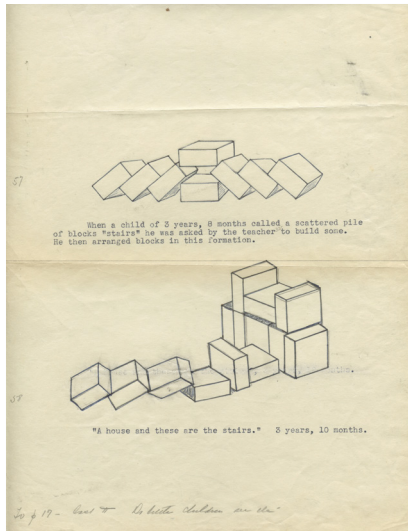
Hal Melnick
Graduate Faculty



“In the Graduate School of Education, we develop a science way of thinking and doing in order to make sense of the world. This is done by evidence-based understandings through direct sensory experiences with the physical world, and related discussions that uncover patterns that can lead to increasing degrees of certainty. We keep in mind that direct encounters form the basis of conceptual abstractions, and in a science way of thinking we never consider reaching absolute certainty about the world. After all, the next piece of evidence may necessitate changing our previous held ideas!”

Stan Chu
Graduate Faculty

Bank Street Then - Playing



Block structure sketches by Harriet Johnson, ca. 1931 (left)

Outdoor block play, ca. 1930 (below)



Outdoor block play at 69 Bank Street, ca. 1950



Indoor block play at the School for Children, ca. 1972

"We have not realized sufficiently the richness of this kind of play material on the one hand, nor the richness of children's imaginative resources on the other. No adult could have planned a didactic method which could have stimulated children to this sort of activity, but also no such building is found unless favorable conditions are made for it. These include a lavish supply of materials, and a program that gives to children first-hand experiences which make them more aware of the world and their place in it. Added to this is an attitude on the part of the teacher that the interest of children in construction is significant and must be protected."

- Harriet Johnson, *The Art of Block Building*

Bank Street Now

“Building materials await the arrival of children. On deck, stacks of hollow blocks—big and small rectangles, squares, and ramps—line the walls. Piles of tires. Boxes of wooden planks. In the classroom, blocks stand quietly in place on the shelves. And then the children come, with their stories and their pretending, and their will to build everything they need to make their imagination take form into a real new world.

Teachers are mostly there just in case, for any help the children might need in their play with one another and in their determination to build structures. Sometimes, we ask children to make plans before they begin. Other times, children simply get started. Either way, they seem to know just what to do or they teach each other about the endless possibilities of building and playing with blocks.”

Anne Tobias
4/5s Head Teacher

The 4/5s Inside Play



“We are making a baseball field. We are playing in it. We are cheering for the Tigers. The Tigers got a trophy because they won.”



“This is a little girl going to a hotel in Western Avenue. We were pretending that the mommy was getting the baby. And we were fixing the track for the train. I’m pulling the train along the tracks. The blocks around the blocks are the hotel. The whole family got to the hotel, and it was going to be nighttime, so they were going to bed.”

Playing

"It's a stage. I put three squares and three rectangles in the rows. Some blocks are in the back and on the side. I made a stage because there was a silly show happening and we made tickets. We made silly faces in the show. I was a penguin and my friends were bad octopuses."



"We're playing hide-out that can transform into a rocket ship and blast off into outer space very quickly. We have those planks as a seatbelt or a desk, so in case an outer space monster or an asteroid crashes into us, we have our keyboards so that we can turn and steer."

The 4/5s
Outside Play

Graduate School Voices – Playing

“Graduate students explore blocks through play, seeing what they can do with the wooden shapes, looking at how and what children build. They read *The Block Book* (1996) edited by E. Hirsch, written by many Bank Street authors, and discuss their role as a teacher. Just as the children do, they bring their feelings and thinking to the process, exploring patterns, bridging, enclosures, and discovering how their use of the material can evolve over time. Developing an appreciation for the learning inherent in this material—math, science, art, social studies, language, and social/emotional development—they develop a curiosity about possibilities seen

and unseen, a desire to observe and learn with the children, and ask the question of themselves and the students, ‘What is happening in the block area?’”

Nancy McKeever
Graduate Faculty



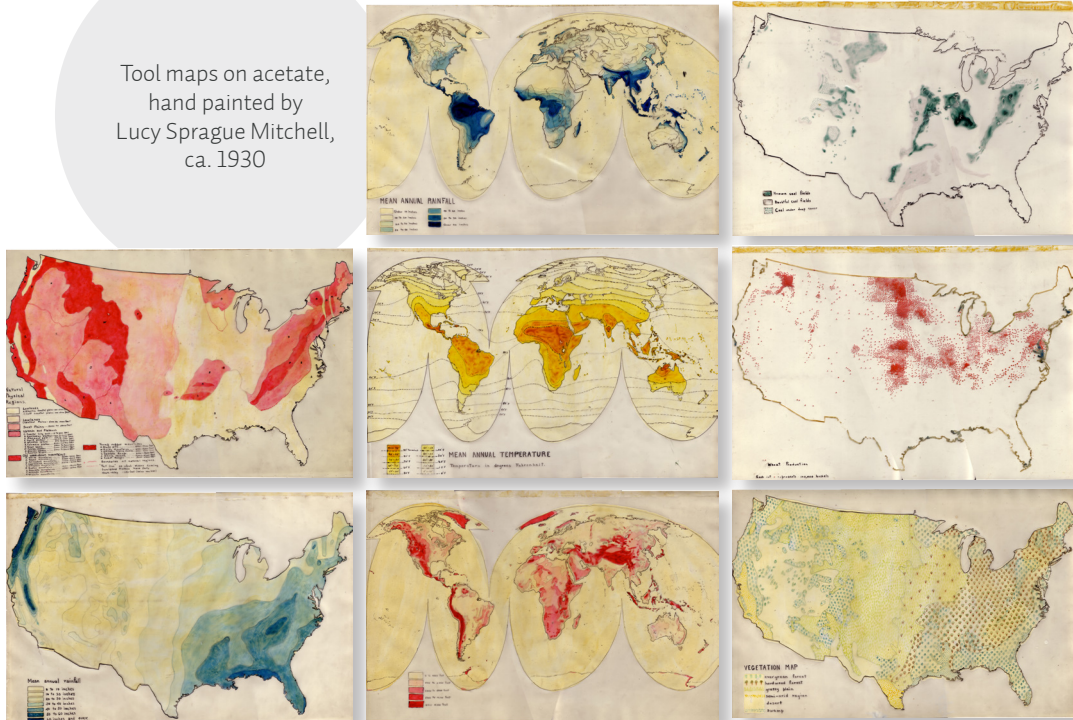
Graduate students’ recreation of the Cathedral Church of St. John the Divine

Graduate students’ recreation of the West Side Market



Bank Street Then – Exploring

Tool maps on acetate,
hand painted by
Lucy Sprague Mitchell,
ca. 1930

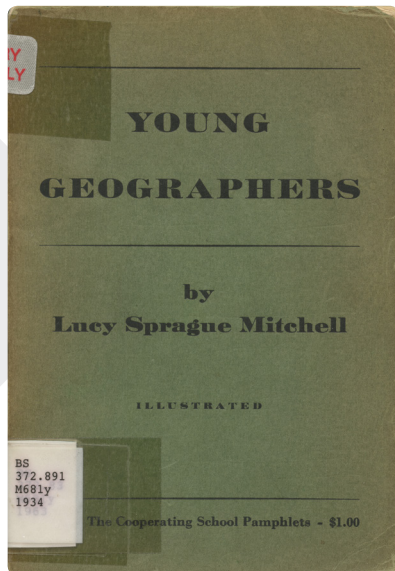


“Children are natural investigators. The physical world and the world of work in which they live are worth investigating. Why not give them tools and turn them loose to investigate?”

- Lucy Sprague Mitchell, *Young Geographers*

One core of a Bank Street education for children and adults is the concept of exploring the world and using that exploration as a basis for learning in the classroom. Lucy Sprague Mitchell outlines this idea and explains how it can be applied in *Young Geographers*. Originally published in 1934, *Young Geographers* is still in use today and the concept of human geography Lucy championed is the backbone of Bank Street’s social studies curriculum.

Lucy Sprague Mitchell’s
landmark publication
Young Geographers,
first published in 1934



Lucy Sprague Mitchell
and graduate students
discussing topography with
the use of clay models,
1948

Bank Street Now

“The Hudson River is in close proximity to our school and familiar to most of the children. As with all of our studies with young children, we begin with what is close by and accessible and look at the river at various points within the city. After observing, examining, exploring, and learning about the river, our students build a model. This incorporates learning about mapping, geography, and topography and we plan our model geographically.

Our students learn about the history of the river and then create a timeline. They also learn about where the river starts, where it travels and ends, and the differences in how people and animals use the river at different parts along its path. And we incorporate some awareness about stewardship so that the children can be more aware of people’s role in cleaning up and sustaining the river.”

Danette Lipten, Lila Mortimer
7/8s Head Teachers



“It was a nice day. We were right by the river. The river smelled salty. It was a good day to be by the beautiful river.”

The 7/8s Hudson River Study



1931 The George Washington Bridge opened after four years of construction.



1983 The Environmental Protection Agency's study showed that the Hudson River was very polluted from factories.



1988 A 30 to 40 foot humpback whale was spotted at the 42nd Street pier.



1992 Peter Louie published a book about his canoe adventure from Mt. Marcy to New York City.

Exploring

Now



Our Hudson River Models

Then



2008

A new study came out that showed that efforts to clean the Hudson River have been successful and fish are healthier.

2009 AVS Airways

plane landed on the Hudson River and all 155 people on board were saved.

2012 The 7/8s were learning about environmental activism and Pete Seeger came to visit.

2016 The 7/8s are beginning to study how the Lenape lived and fished along the Hudson River long ago.

Graduate School Voices – Exploring

“For Lucy Sprague Mitchell, education was larger than the school building and greater than the book. Mitchell believed that education should move the student outwards—physically and socially as well as intellectually and that education should be based on the potential offered by the physical and social world around them, yet often remained background. Mitchell believed the child’s—and teacher’s—exploration of their immediate and extended environment, which was so critical to a child’s education, included the people in their immediate world, some of whom they might see everyday, yet remain in the background—the workers whose work sustains children and their families. It was not the stereotypical, “The Postman is our friend” variety, with which, unfortunately, many of us are too familiar. It was rather a study that enables children to relate the work of actual people and the ever-larger chains of interdependence.”

“There is a living, breathing world beyond the school building with a standing invitation to go out into the world and make it an essential part of our classrooms. There is so much to explore, to discover, to wonder about, and to enjoy. Today we still believe that education, if it is worthy of the name, awakens possibilities for the self as it invites us into a larger world of experience, thought, and action; we realized that education is a life changing force.”

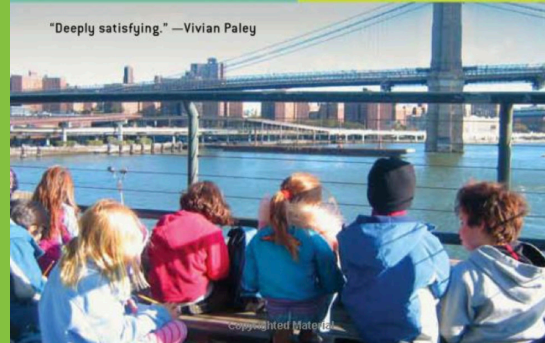
Sal Vascellaro
Graduate Faculty

Out of the Classroom and into the World

Salvatore
Vascellaro

Learning from
Field Trips,
Educating from
Experience,
and Unlocking
the Potential of
Our Students
and Teachers

“Deeply satisfying.” —Vivian Paley



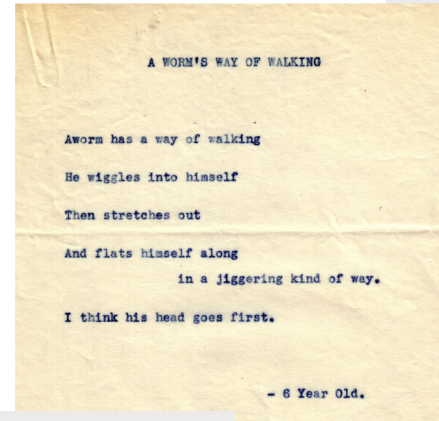
Bank Street Then – Creating

Maurice Sendak's original sketch of Irma, Jennie the dog, and Maurice for the Irma Black Award seal, 1973



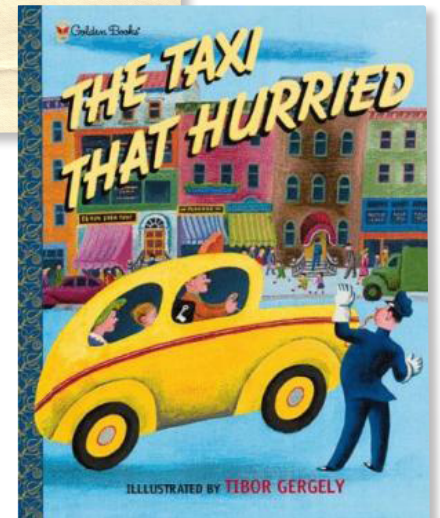
Irma Simonton Black with Bill Hooks in a Publications Division meeting, 1971

Typescript of a poem by a 6-year-old recorded by Lucy Sprague Mitchell, ca. 1921

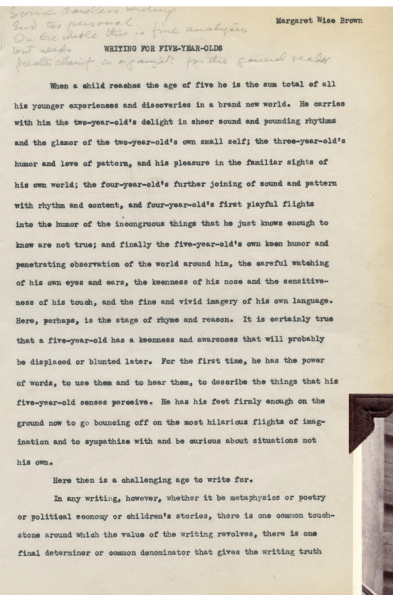


Lucy's love of language greatly influenced her work and she intently studied children's use of language and their responses to literature, both within her home, with her own children, and with students in the Harriet Johnson Nursery School and Play School. Lucy's *Here and Now Story Book*, based on her language studies, was published in 1921. *Here and Now* was widely influential in directing attention to reading material adapted to children's psychological development and interests. In 1937, Lucy formed the Bank Street Writers Lab to address her concern that

"authors with proved literary talent too often have limited understanding of children, while those especially gifted teachers and workers whose experience with children should enable them to write significantly, seldom develop the necessary techniques of writing." The Writers Lab has fostered luminaries in the children's literature world throughout the years, including: Margaret Wise Brown, Edith Thacher Hurd, Irma Simonton Black, and Maurice Sendak.



Cover of Irma Black and Lucy Sprague Mitchell's *The Taxi That Hurried*, one of a series of Little Golden Books created by Bank Street, 1946



Excerpt of *Writing for Five-Year-Olds*, an essay by Margaret Wise Brown, author of *Goodnight Moon*, 1939 (top)

Margaret Wise Brown (L) and Mary Phelps (R), 1941, Bank Street Writers Lab Members



Bank Street Now

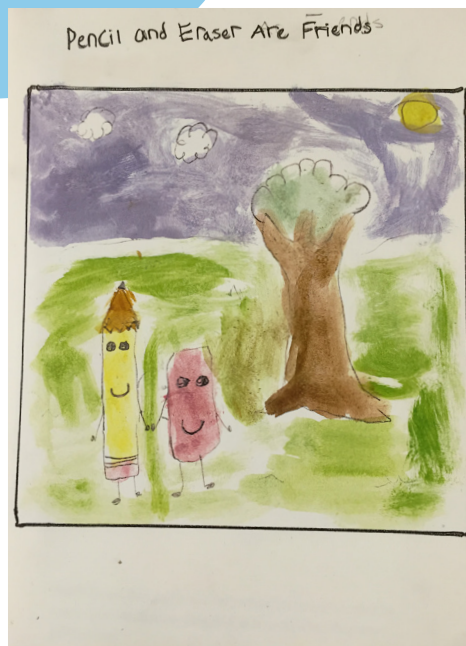
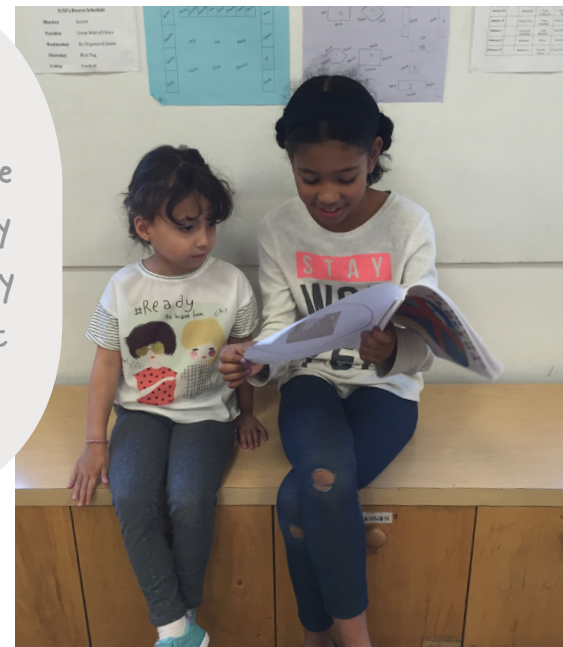
“Each year, Bank Street presents the Irma Black Award to one outstanding picture book for young children. The 9/10s and 8/9s are the first round of the student judges from around the world, who determine which book receives the award. In January, the students listen to and read sixteen picture books, discuss the merits of each book, and vote for four finalists. During this process, they are immersed in excellent examples of the picture book format and develop a deep understanding of text and illustration craft techniques. Soon, they are eager to become picture book authors and illustrators themselves.

The 9/10s have a natural audience and purpose for the picture books they create: their younger “buddies” in the 4/5s. This is the first time that they are older buddies and they feel a proud sense of responsibility. By being with and reading to their buddies, they come to the understanding that dialogue, sensory details, repetition, and rhyme are a perfect match for the 4/5s. And they are able to figure out what their buddy might like to read about before creating their picture book. That’s when a collaboration with art teacher Maria Richa begins as the 9/10s create watercolor and Sharpie illustrations that complement their text.”

Becky Eisenberg, Greg David
9/10s Head Teachers

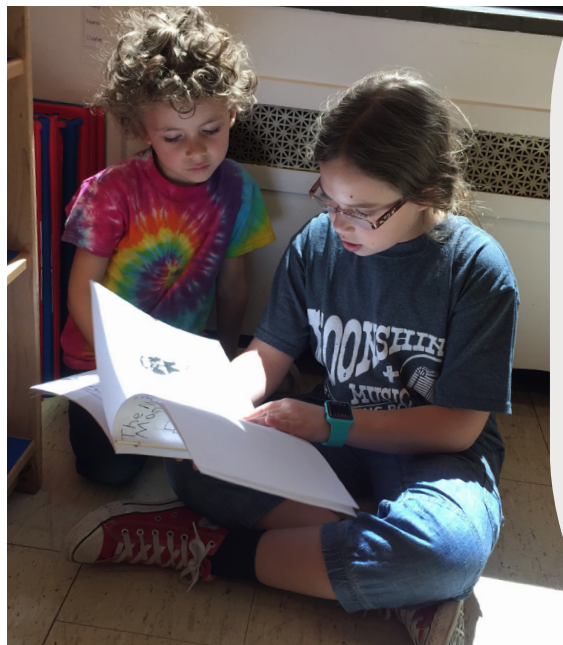
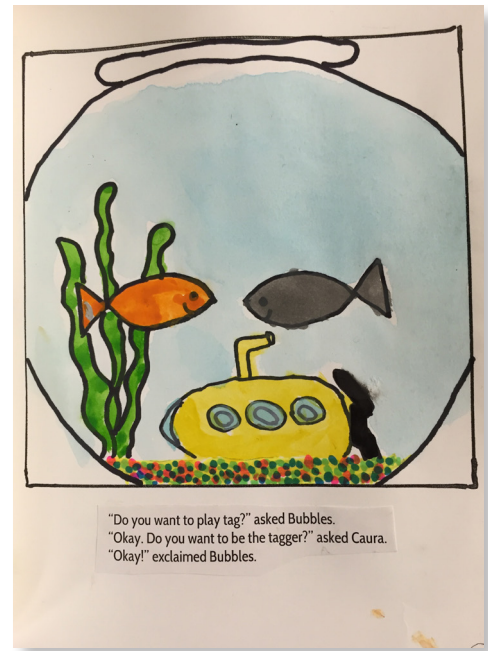
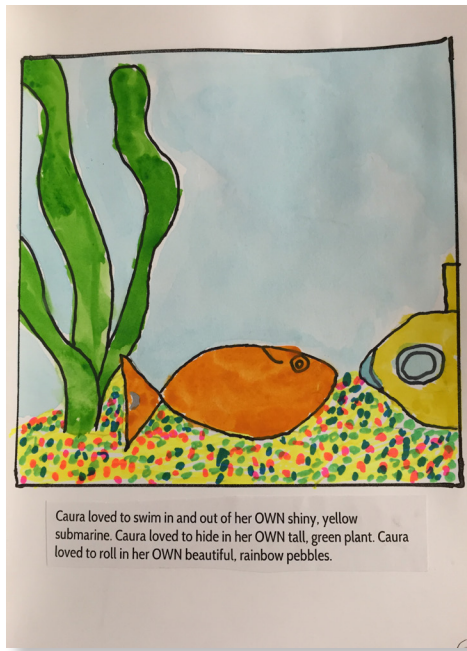
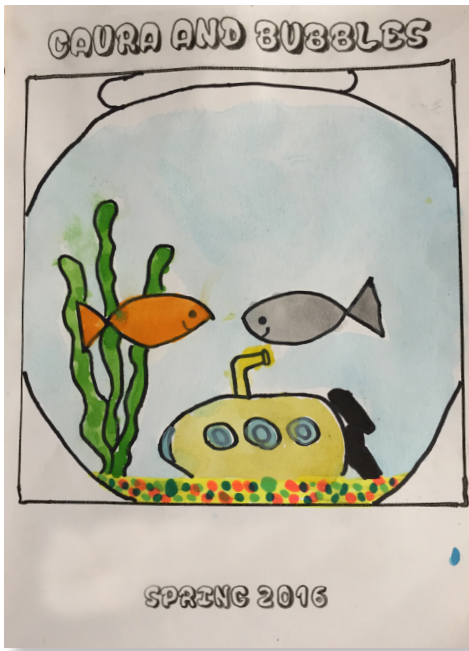
The 9/10s Creating Picture Books for Our 4/5s Buddies

“I really liked drawing the pictures and thinking about the idea of the book. My buddy didn’t really say anything at first, but then she told me she liked it!”



Eraser wasn't happy and was always sitting in the corner.

Creating



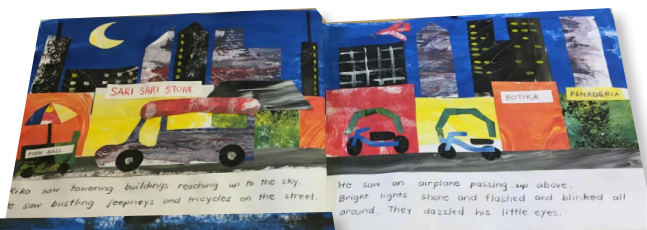
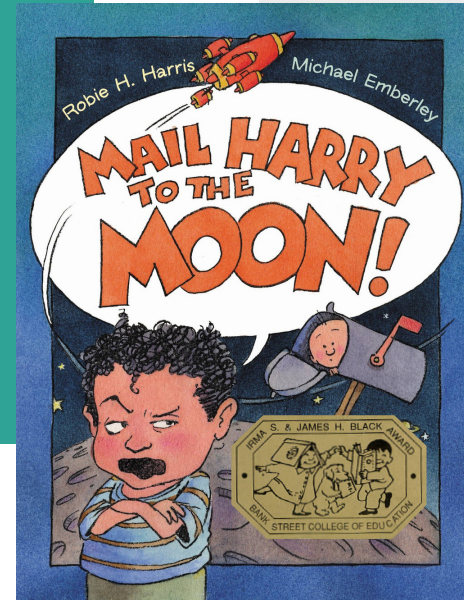
"During this year, I have felt like a professional writer. During our picture book unit—the binding, making a real book—that's what made me feel like a professional writer. And I was very nervous before I showed it to my buddy. Maybe that's how a professional writer would feel because they might feel nervous sharing their book with the audience of the world."

Graduate School Voices – Creating

“As part of the Bank Street Publications Division, I had the great privilege to work with children’s book authors Irma Black and Bill Hooks for a full year. Every day, with a toy piano and no computers, together we wrote a weekly song and a daily five-minute opening for ABC’s *Captain Kangaroo* show followed by a tough critique by other members of the Publications Division. Then we’d rewrite over and over again until we felt our script would strike a responsive chord in children. Thanks to Irma and Bill, this is the same process I use today to create children’s books. As Bank Street alums, this process is what we try to bring to today’s children whether they are creating a book, painting, poem, story, music, or any piece of work. Bank Street has shown all of us, young and old, that the art of creating takes time, collaboration, and rigorous work until the point is finally reached when your voice can engage others and perhaps even lead to a dialogue.”

Robie H. Harris, GS '70
Children’s Book Author

Irma S. and James H. Black
Award winner *Mail Harry to the
Moon*, published in 2008



Children’s book, *Where
Fireflies Dance*, written in a
Bank Street Graduate School
course by Amabel Japtana

“Graduate students have the opportunity to create their own children’s books after they have engaged in an extensive exploration, selection, and analysis of children’s literature. This book-making process allows graduate students to use their understanding of children’s interests and concerns at various stages of development and children’s desires to learn more about themselves, their families, and the diverse lives of those around them.”

Michele Ryan
Graduate Faculty, Instructor of Children’s Literature in a Balanced
Reading Program

Bank Street Then – Learning

Agnes Snyder, Ruth Sonneborn, and Highlander Folk School co-founder Myles Horton, with student teachers and children, New Market, Tennessee, The Long Trip of 1948



Student teachers examining coal after a trip down into the mines, Allegheny County, Pennsylvania, The Long Trip of 1941

“The era of educational exploration is far from over. Of course, it should never be over. When educators cease to be explorers, learners, they cease to be educators.”

- **Lucy Sprague Mitchell**, *Young Geographers*

All students at Bank Street, children and adults, are both teachers and learners.

The Cooperative School for Student Teachers, a teacher education program designed to produce teachers dedicated to stimulating the development of the whole child, began in 1930. One of the most important experiences for student teachers was something called The Long Trip—a visit to a site outside New York designed to expose teachers to new physical, social, and political environments. From 1935 to 1952, founder Lucy Sprague Mitchell led groups on field trips to places where they confronted issues such as the labor movement, poverty, conservation, and race relations and considered their impact on the lives of children and their families.



Student teachers talk to a family selling flowers on Clinch Mountain, Tennessee, The Long Trip of 1948

Mrs. Carmichael explains the farm unit at the Bakewell School to a student teacher, Bakewell, Tennessee, The Long Trip of 1948



Mrs. Carmichael addresses a group of teachers, parents, and children, Bakewell, Tennessee, The Long Trip of 1948

Bank Street Now

“Every May, our 13/14s take a four-day trip to Washington DC, not to just to see the sights, but to further their learning and deepen their understanding of our nation’s government. This trip is an extension of our year-long study of American government, epitomizing in so many fundamental ways a “Bank Street approach” to education. It is hands-on, interactive, and built upon direct experiences with individuals who play a direct role in our nation’s governmental process.

Prior to the trip, students take on the role of members of Congress by participating in a curricular simulation called Mock Congress. Given that this is an election year, this year’s students also chose a 2016 presidential candidate, researched that candidate’s positions, and wrote persuasive essays about that candidate. Over the years, while in DC, students have met with and talked with elected and appointed officials from all three branches of government, journalists, lobbyists, special interest groups, and others who work in government or government related fields. At these meetings, when asked for comments and questions, the students aren’t shy, every hand shooting up. Being in these settings might just give our students the opportunity to imagine future possibilities for themselves by stepping beyond the boundaries of Bank Street and New York City.”

Ali McKersie, Jo Stein
13/14s Head Teachers

Cheering —
The Washington
Monument And
Lincoln Memorial

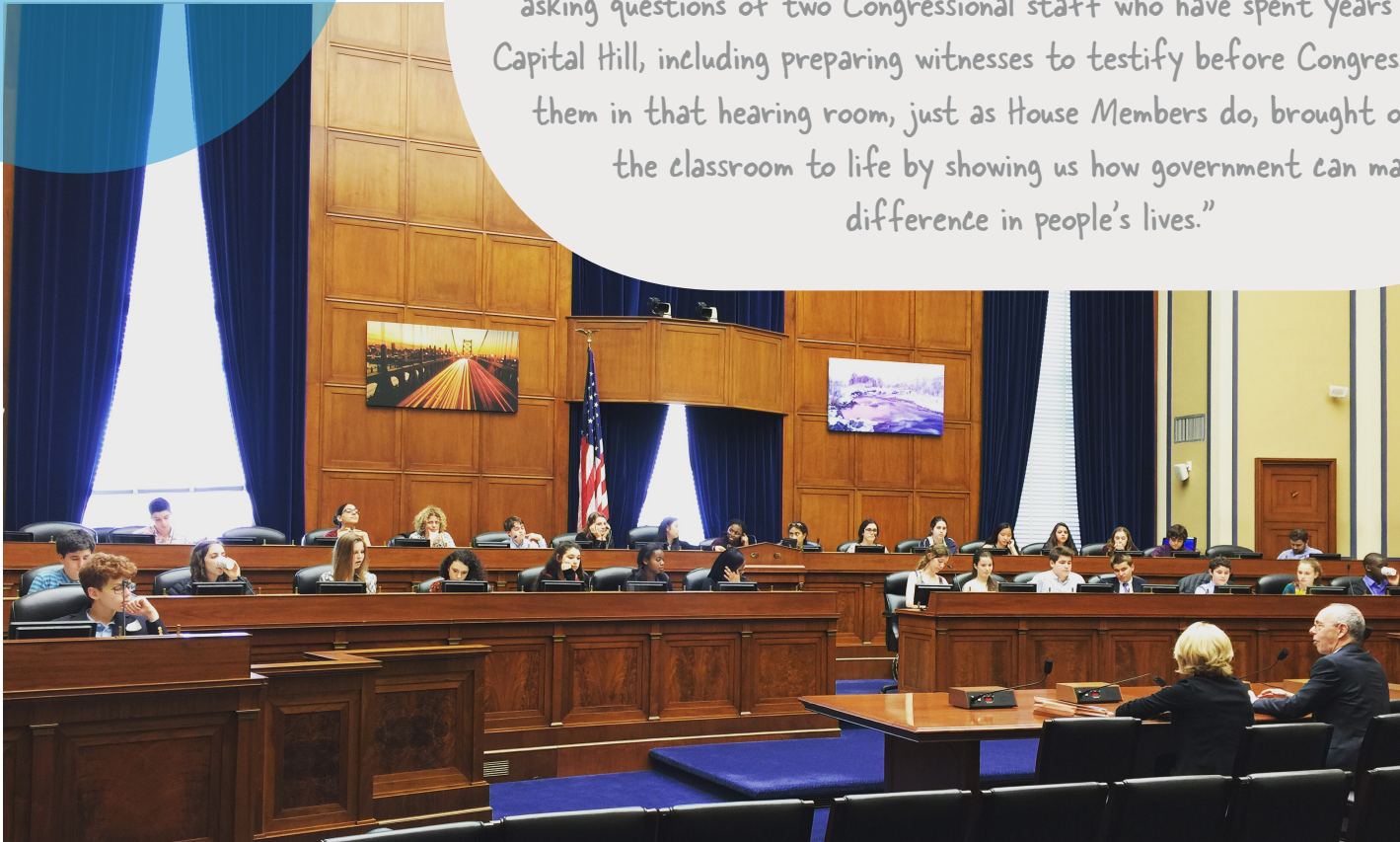


“My experience in DC has confirmed Lincoln’s idea of democracy. I expected every person with whom we met to be almost godlike. Although they all were articulate, intelligent, and personable in their presentations to us, what struck me was that they’re utterly, perfectly human. They are, by definition, Lincoln’s people. No different than you or me or we, we the people.”

Learning

The 13/14s Washington, DC Trip

“Just before our DC trip, we conducted a Mock Congress in which we each emulated and role-played a Member of Congress. In DC, we sat in a Congressional hearing room in the very chairs that House Members sit in and question witnesses and actually conducted a mock hearing by asking questions of two Congressional staff who have spent years working on Capital Hill, including preparing witnesses to testify before Congress. Questioning them in that hearing room, just as House Members do, brought our work in the classroom to life by showing us how government can make a difference in people’s lives.”



Sitting Where
Members Sit —
A Congressional
Hearing Room

Bank Street Now

Meeting With Supreme Court Clerks



"Going to the room where the Supreme Court conducts oral arguments gave me a sense of what a lawyer might feel like while in the highest court of the land. I now have a deeper appreciation for the people who work behind the scenes, don't have Wikipedia pages, but who have prestigious jobs that are vital for our democracy."



"Our visit to the Brady Campaign was complicated for me, but in a good way. I have always been opposed to the Second Amendment, and the whole idea that bearing arms is some sort of fundamental right, but I came away from that visit thinking a little differently. I still believe in gun control, but I see there are important steps that can be taken to change the whole culture around gun ownership."

Following The Brady Campaign Tracker

Learning

Visiting The Vietnam Memorial

"Before going to DC we learned a little bit about Maya Lin and what she wanted to achieve in the memorial. She said she wanted the viewer to "have to look it straight in the eye." "It" being the war. And I felt that when standing next to the memorial, seeing my reflection in the dark marble—there was no way not to face it."



Graduate School Voices – Learning

“At Bank Street we have a point of view about learning that holds us together as a community of teachers and learners. The developmental-interaction approach provides a coherent framework of theories, values, and assumptions that give teachers a greater ability to plan, describe, illuminate, and interpret their work. This set of principles provides a responsive, organic guide to the education of children as well as the education of the teachers and leaders who work with them. Development signifies the changing patterns of growth, understanding, and response that characterize children and adults as they grow. There are two meanings of interaction. Internal—the interconnected spheres of thought and emotion (whole child)—reminds us that children are simultaneously thinkers, knowers, doers, social and physical beings. The other dimension of interaction is external—the importance of active engagement with the physical and social environment.



Adult and child classrooms at Bank Street are based on this developmental-interaction approach. Our classes are filled with active learners, engaging with each other, taking initiative, pursuing inquiry, and finding pleasure in accomplishment and creative expression. Teachers of children and teachers of adults at Bank Street are warmly responsive and enthusiastic. They are knowledgeable about learning and learners as well as subject matter, and they establish a generally democratic style of school life in which individuals are encouraged to become productive citizens taking on the role of helping to improve the society in which they live. This stance has guided our first 100 years and remains bedrock as we move confidently into our future.”

Nancy Nager
Graduate Faculty

Revisiting a Progressive Pedagogy

The Developmental-Interaction Approach

Edited by
Nancy Nager and Edna K. Shapiro

“In working with our graduate students, we emphasize a strength-based approach to teaching children since children grow and learn from their strengths and abilities. This asset model focuses on what children do well. Teachers are encouraged to think about a child’s skills, affinities, and talents and to use these to meet the child where he/she is academically, socially, and emotionally.”

Diane Newman
Associate Dean for Academic Affairs

Bank Street Then – Caring

The Bank Street Early Childhood Center began operation in 1966 with funding from the City of New York and the Office of Economic Opportunity. The Center, located on West 42nd Street in New York City, was an experimental multi-purpose parent/child community center. It was designed to meet the educational, health, social, and economic needs of children and families in the area through classes and programs for all ages. It also served as a resource and consultant for other community agencies and as a demonstration center for Head Start, one of the first thirteen models in the nation, and for other childcare and child development programs.

“We are concerned with how your child at school feels because we think that his feelings determine what he can do and will learn. The skills he will learn are so closely related to his feelings about himself—what he wants to do, what he can do—that in the early years we are setting a foundation for the kind of learner he will be.”

- Elizabeth Gilkeson

Founding Director, Bank Street Early Childhood Center



Student teacher observation of indoor block play at the Early Childhood Center, ca. 1967



Student teacher with Early Childhood Center student, 1970

The Carrot Seed read-aloud at the Early Childhood Center, ca. 1968



A group of Early Childhood Center Head Start students, 1968



Bank Street Now

"In our year-long study of world religions, we aim for students to increase their knowledge of what is easily observed and what is not so easy to observe. We learn why some people don't eat pork and others give up certain foods for lent. We also learn about the common roots of several world religions.

Our studies allow us to explore rites, rituals, and ways of living that are familiar and new to many of us. We hope that by analyzing commonalities and differences we will not only understand what makes us different but also what connects us. We also hope that this will enable our students to make connections that will allow them to not only be knowledgeable, but also to be compassionate toward our fellow human beings."

Niki Singh
11/12s Head Teacher

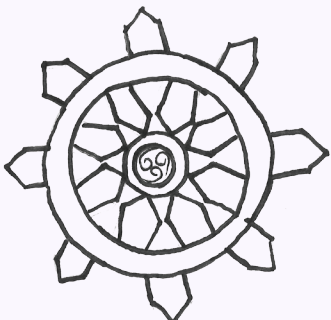
"Our school is not concentrated in one religion, so it would be good to understand each other's religion."



"We need to stop judging people by their religion because religion is not a person's personality."

The 11/12s Reflections: Religions of the World

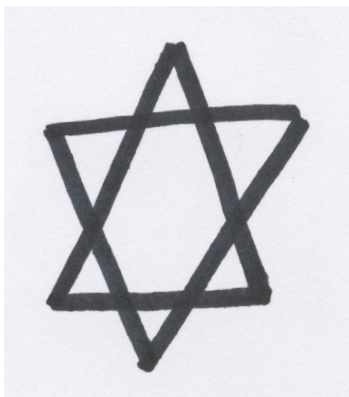
"One area where my life and the Amish life reflect each other is in community. At school, our classroom is our community. We, like the Amish, abide by the rules of our school and specifically of our classroom. Although the consequences for doing things wrong at Bank Street are not as severe as they are for the Amish, we have consequences for our actions. A common consequence between our two communities is having to apologize for what we have done wrong and then ask for forgiveness."



"Buddhism is often considered a religion. But it is really a way of thinking and a way of living. Buddhists follow the 8-fold path, which includes some of the ideas you can see on the wheel of the 8-fold path. Maybe you will notice that the ideas on the wheel are things that you already do, even if you're not a Buddhist!"

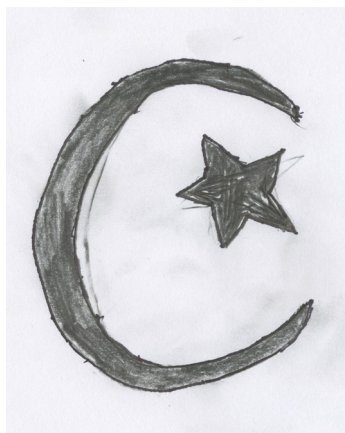


Caring



"Jewish people really care about the Torah because it is important to their religion. The Torah is a very sacred book for Jewish people and they care about it a lot. It gives them rules for living. I love reading and when I read, it feels like I am reading a book as sacred as the Torah."

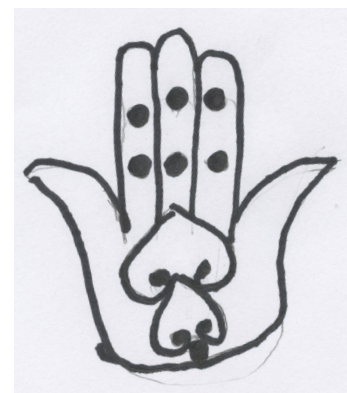
"Being Xenophobic is not good because it means that you don't accept other cultures. You can learn a lot by just observing other cultures and traveling over the world. For example, you can go to China and look at the architecture, or you can go to Africa and look at the giraffes. If everyone accepts all cultures and ways of life, the world would be a better place."



"Some Muslim girls and women wear a headscarf, which is called a Hijab. Sometimes the scarf covers part of their face. Some Muslim women don't wear a scarf. Muslim women can play sports and dance hip-hop with their Hijabs. It doesn't get in the way at all."

"When I went to the mosque, I didn't understand why Muslims have been treated so badly recently. When you walk into the mosque, when you see a bus driver, you say to yourself, 'This is a regular guy who drives the M5. He doesn't deserve to be treated so badly.' Also, I saw a UPS guy walk into the mosque acting like he does this all the time, which he probably does, and perform the prayer."

"I think religion connects to Bank Street because Bank Street teaches us that everyone is different and that is okay. Religion is just another difference between us."



Bank Street Now

“The day of service has become a tradition after only three years. A student in the 12/13s this year proudly stated, “I’ve made lunches for St. John the Divine soup kitchen for two years in a row. Can I be in that group again?”

The students own this day and often look for ways to continue their work beyond our day of service. Several students returned to Bloomingdale Head Start this year and worked with students for several hours each week in the classrooms. They are overjoyed to share their experiences, and their growth due to their work is evident in how they carry themselves and make time in their busy schedules to do even more.”

Traci Pearl

Upper School Community Service
Director

The 11/12s –
12/13s
Day of Service



Making a tissue paper
flower and talking at
a senior residence

Caring

“When the 8th Grade students from the School for Children enter the preschool classrooms at Bank Street Head Start, it doesn’t take long for them to enthusiastically join in the play in the block area, the art area, or at the play dough table. They experience the power of play both as children themselves and as observers of the diverse student population at the program.”

Steven Antonelli
Director, Bank Street Head Start

Building a Lego tower at the Bank Street Head Start



An assembly line preparation of sandwiches at a soup kitchen

“What does day of service mean to you?”



Graduate School Voices – Caring



Child Life educators learning to care

“Our Child Life educators learn to work with children who are in hospitals facing life’s most challenging health crises. These values underlie their learning:

We care.

We play.

We bear witness in silence when words are not enough.

We trust the process of our students’ development.

We co-create meaning after trauma.

We provide unconditional positive regard.

We stand in the gap.

We empathize.

We share our stories.

We go where angels fear to tread.”

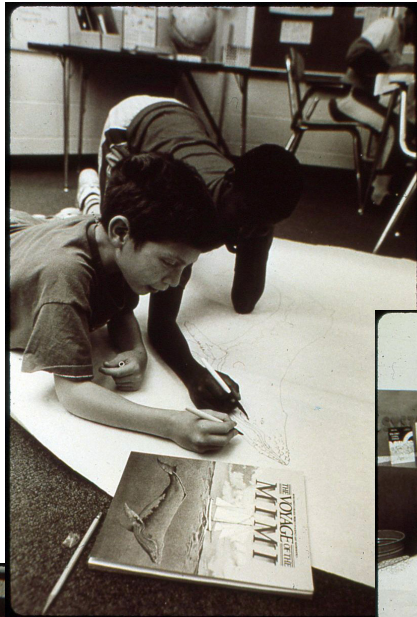
Deb Vilas

Graduate Faculty

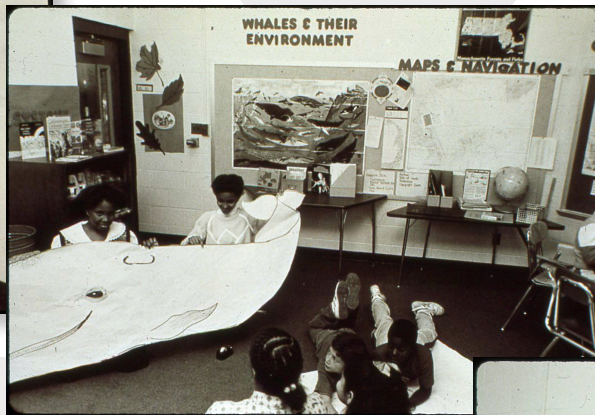
The Bank Street credo calls upon us to develop an attitude of “gentleness combined with justice” towards others in ourselves and in children. Bank Street educators approach our work with a deep ethical commitment to equity, advocacy, and the transformative power of education on our social world. We make the real world our students’ curriculum in all its joy and difficulty in order to build the skills and dispositions in children that make possible a more just world.

Chiara DiLello, GS '16

Bank Street Then – Innovating



Voyage of the Mimi
whale curriculum in a
classroom, ca. 1985



A product of
Bank Street's

Project in Science and Mathematics Education, *The Voyage of the Mimi* was an innovative integrated instructional program featuring a television series, print materials, and software designed to promote interest in science, math, and technology. The television series, starring a young Ben Affleck as C.T. Granville, consisted of 13 episodes set aboard the Mimi during a scientific expedition studying humpback whales. Each episode paired 15 minute dramatic episodes with 15 minute documentary expeditions. It debuted to critical acclaim in 1984 and continues to be utilized in classrooms across the country.



Bank Street Now

“A biome is a large region of Earth that has a certain climate and certain types of living things. During their study of biomes, students develop an understanding of the various biomes around the world and a sense of what it is like to live and survive in different places. They gather and interpret evidence to analyze facts about biomes and use field trips, guest speakers, atlases, informational texts, and websites to find information about topography, geography, environment, climate, plants, animals, and humans in biomes. Lessons in Spanish, science, and literacy are woven throughout this work.

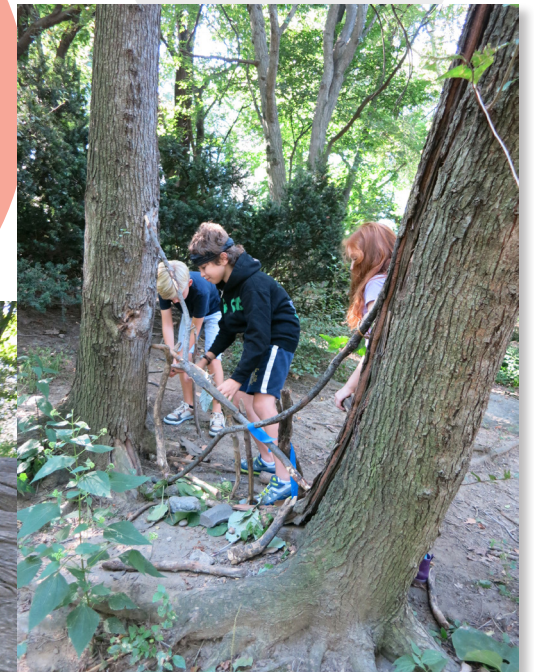
Students synthesize this information and demonstrate their understanding by creating three-dimensional models of a biome in Integrated Art. Working in small groups on their models, they motivate and inspire each other, work collaboratively, listen to one another, compromise, and take turns. They learn to respect each other’s opinions and feelings while learning more about themselves as learners and makers. As a culmination of this innovative project, students work as a community of learners to take social action, finding effective ways to protect biomes around the world.”

Greg David
9/10s Head Teacher

Maria Richa
Art Teacher

The 9/10s Biome Project

Children engaging
with the natural
environment



Designing,
arranging, and interacting
with the space
and each other

Collecting and
arranging elements
from nature in
small groups

Innovating

Sharing our biome models with classmates and parents



"I was in the desert biome group. I thought it was really cool how we got to build the models. You got a much bigger understanding of what the biome looks like. And I liked how you worked in groups rather than doing single person research because you could share ideas."



Observing and recording the vegetation

Graduate School Voices – Innovating



“Bank Street’s Museum Leadership students create innovative exhibitions in museums across the nation. They develop lively and engaging experiences for learners of all ages. The museum experience continues to revolve around authentic experiences with works of art, culture, scientific specimens and processes, live plants/animals, and historic sites. But in an attempt to make these experiences even more relevant, we emphasize participatory, hands-on (“making”) forms of learning. We recognize that meaning is best co-constructed when educators and students enter a process of dialogue and discovery together. On a macro-level, museum educators are working to enhance the perceived public value of their programs, addressing social issues more directly and collaboratively positioning schools, libraries, the performing arts, parks, and museums as vital ecosystems that sustain, share, and enliven community.”

Brian Hogarth

Director, Bank Street Leadership in Museum Education Program

“Bank Street’s innovative theory of leadership embraces many dimensions to school leadership, many complementary as well as competing expectations placed upon a school leader. At its core, though, I wish to underscore a few enduring challenges that have guided my work in the service of leadership development that dares to name itself progressive — how to speak truth to power in the midst of narrow, anti-democratic measures of success/achievement; coming up with a stronger democratically and morally grounded version of what it means to be accountable than the present technocratic lop-sided one; and balancing the courage to act with an awareness of other perspectives.”

Frank Pignatelli

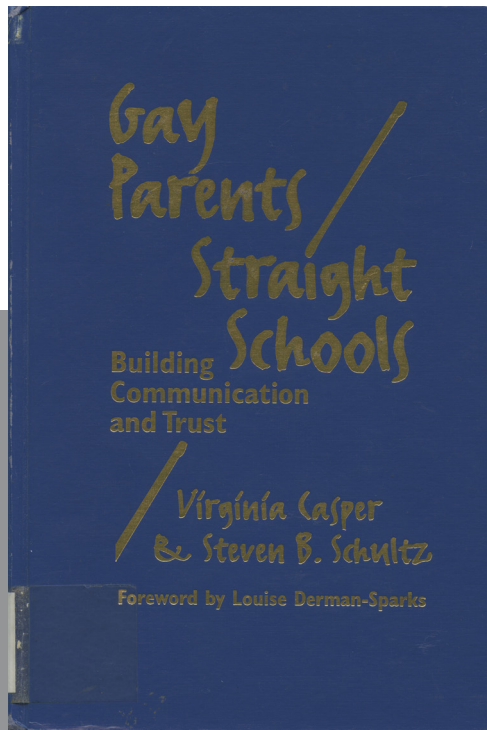
Chair, Bank Street Leadership Programs

Bank Street Then – Including

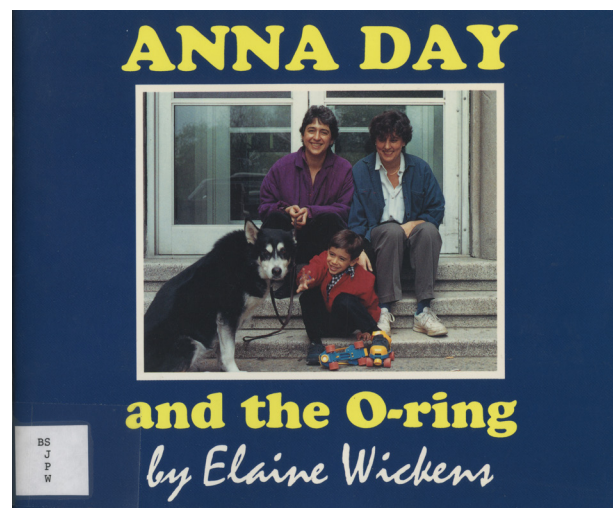
“We all came to this work with a strong belief that schools should help to create more equitable relationships than those that exist in the larger society. We believe educators can make choices to either create a classroom that reflects the present social values and practices or that promotes more equitable relationships and values. Our conviction that family forms should be respected underlies our approach to identifying and addressing bias against gay-headed families both within and outside schools.”

– Virginia Casper, *Gay Parents / Straight Schools*

In the late 1980s, a group of Bank Street graduate school faculty members embarked on a multi-year ethnographic study of the educational interactions of gay parents and their young children’s educators. This study became the backbone for pioneering work that continued at Bank Street throughout the 1990s.



Gay Parents / Straight Schools: Building Communication and Trust by Graduate School faculty members Virginia Casper and Steven B. Schultz, 1999



Anna Day and the O-Ring, an early book about a child whose parents are gay, by Graduate School faculty member Elaine Wickens, 1994

Bank Street Now

“The Bank Street VISIBILITY Exhibit is part of the School for Children’s commitment to inclusivity, supporting social justice and educating for equity. This project is an effort to break through the silence and invisibility surrounding lesbian, gay, bisexual, transgender and queer (LGBTQ) identities on a global and local scale.

The VISIBILITY Exhibit featured submitted photographs of School for Children students, families, faculty, staff, administration, and alumni who identify as LGBTQ and/or with loved ones who identify as LGBTQ. The first VISIBILITY Exhibit was held in 2015. The School for Children plans to make this a biennial tradition. There were over 60 photos in the exhibit.”

Anshu Wahi

Director of Diversity and Community

“This is Jack (7/8s) with his moms, Nancy and Donna. We love to spend time having fun with our friends and family in city parks and in the country.”

Nancy, Jack & Donna



The Bank Street VISIBILITY Project

“About 4 years ago, my daughter told me she was a boy. I listened carefully and moved forward swiftly and intentionally. Over the next several years I’ve lead our family on a quest to understand what transgender FEELS like.”

“This is me and my daughter Ada when we were in Egypt a few years ago. She came out to us when she was in the eighth grade. She identifies as queer. Ada is now a freshman at Bennington College in Vermont. I miss her every day.”

José Guzman
Math & Science Coordinator

Ada & José



Including

“Now we’re a transfamily and our son has opened a new and better world for us. We are the ‘new normal’—a beautifully blended family of multiple cultures—Black-American, Ghanaian-African, Swiss-German, and Canadian. We’re also a transfamily and an active part of the LGBTQI community.”



Ryan, Linda & Catelyn

“This is Benji (10/11s) and Ruby (6/7s) with their PopPops Richard and Gordon on their wedding day in August 2011. After more than 30 years together, they got engaged the day after gay marriage became legal in New York State.”



Richard, Gordon,
Ruby & Benji

“This is Ryan (4/5s) and Catelyn (6/7s) with their aunt Linda who is visiting from San Francisco. Aunt Linda is super fun! We love spending time with her, especially when she treats us to candy (as evidenced by the bags we’re holding and our big smiles!).”



Penel & Jodie

“We’re into transparency, love, and of course, listening to your parents :)”

Mom: Jodie Patterson, 45 years old
(Bank Street Graduate)

Son: Penel Ghartey,
7-year-old trans boy



Mark, Emi & Peter

“This is Emi Hare-Yim in the 6/7s with her two dads: Mark Yim and Peter Hare (Reference Librarian). We enjoy spending time with family in the US, New Zealand, Australia, and Japan.”

Graduate School Voices – Including

“There are many reasons for educators and leaders to know themselves deeply, but primarily, it is so they may begin to know others deeply, and learn how to reflect on what is being communicated and why. We want them to be curious about others—where they have come from and where they are going. This is really an understanding of self, in order to be able to recognize and incorporate one’s personal self—one’s evolving adult self—in professional work with children and families. We want educators to appreciate that, for example, one needs to come to an understanding of gender expansiveness by first suspending judgment and then wondering about what the expression means from the child’s point of view.

THEN: Reflecting back almost thirty years to remember what now seems like another world, it is important to consider the climate in early childhood education. In 1989 The Anti-Bias Curriculum was published. There was only one reference to sexual orientation yet the authors received death threats. At NAEYC lesbian and gay caucus meetings, guards were posted outside for our protection. Even at Bank Street, both graduate students AND advisors often didn’t feel comfortable “coming out” in conference group, which, above all else is about being your true self, taking risks, sharing, and integrating your life into teaching and leadership. Yet there we were, Margie hesitant to “come out” in her graduate student role and Virginia hesitant to “come out” in her role as Advisor and Instructor. During the 1990’s Bank Street faculty published both a children’s book about a lesbian headed family and a book for teachers and parents that focused on INCLUDING all families.

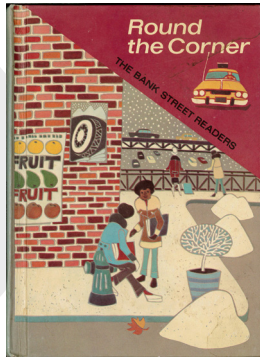
NOW: Being an ally is crucial, but these days it often is not enough. In today’s world, teachers and leaders need to be centered and clear about systemic oppression of all kinds, including how to respond to children’s questions in the moment in honest and accessible ways. Gaining such awareness and skills is unlikely to occur in a vacuum, but rather among peers and mentors, with whom one can grapple honestly with views we may hold even unconsciously.”

Virginia Casper and Margie Brickley

Graduate Faculty

Bank Street Then – Respecting

Round the Corner,
1972 edition

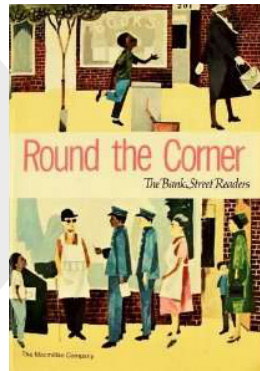


“We don’t reinforce for the disadvantaged child an acceptance of a segregation pattern, and thus his feelings of being outside the main stream of American life. Nor do we set up a prototype middle-class family, against which the child must measure himself. The books are anthologies. No one type of family, no one economic status is singled out for particular attention; all exist and all are treated prominently in one story or another. But none is presented as the standard for comparison.”

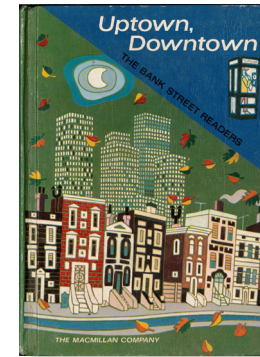
– **John Niemeyer**, President, Bank Street College of Education, 1956-1973, *The Bank Street Readers: Support for Movement Toward an Integrated Society*, 1965

The revolutionary Bank Street Readers series, first published in 1965, were the first of their kind to feature contemporary urban settings, multi-racial characters, pregnant women, bald men, children and adults who wore glasses, and a world beyond Dick and Jane.

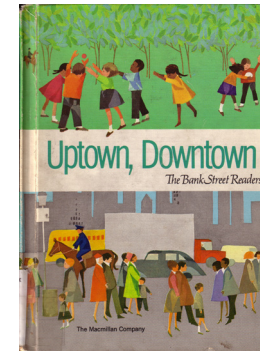
Round the Corner,
1965 edition



Uptown, Downtown,
1972 edition



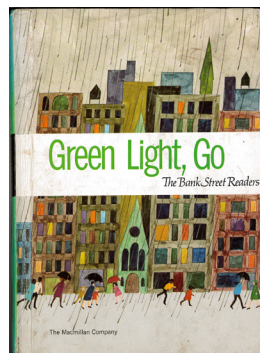
Uptown, Downtown,
1965 edition



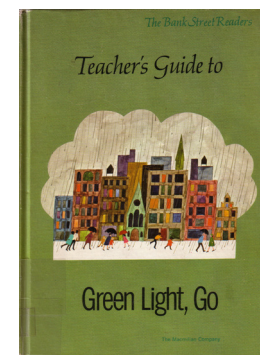
Green Light, Go,
1972 edition



Green Light, Go,
1965 edition



Teacher's Guide to
Green Light, Go,
1966



Bank Street Now

"I wouldn't go to extremes and say I was mad at the publishers, but I was definitely a little shocked when I first saw the books and then later realized that all of the characters in the books were people of color. I didn't really understand why they thought it was OK to do that, like people wouldn't notice. I mean, I guess you wouldn't really notice unless you read the books, and by that time, you would have already bought the books."

"In October 2012, three new Bank Street teachers (Children's Librarian Allie Jane Bruce, Director of Diversity Anshu Wahj, and 11/12s Humanities teacher Jamie Steinfeld) collaborated on a project that allowed 11/12s to explore implicit and explicit biases in publishing. Using book covers as a starting point for discussion, we engaged in conversations about identity, race, ethnicity, sexual orientation, gender, body image, class, and ability as they relate to books and beyond. The curriculum, which continues to grow and evolve each year, has been presented at multiple national conferences and written about in several articles and prominent blogs."

Allie Jane Bruce
Children's Librarian



The 11/12s Covers Project

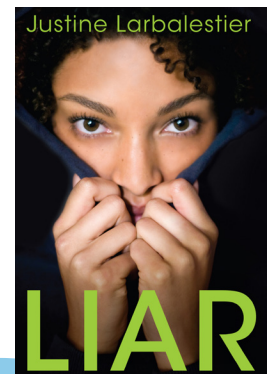
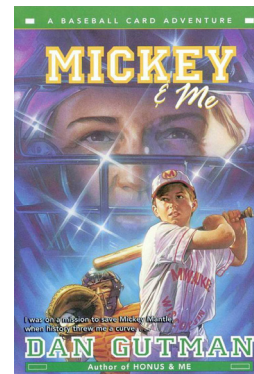
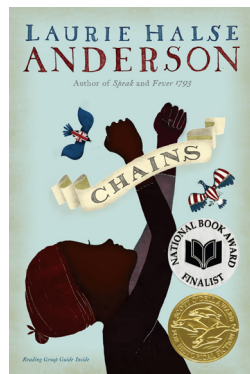
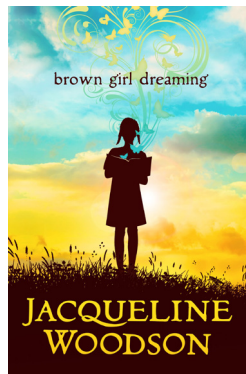
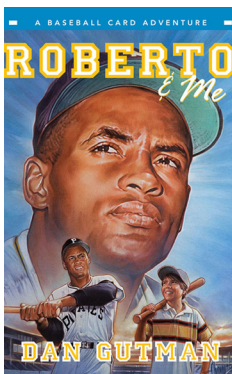
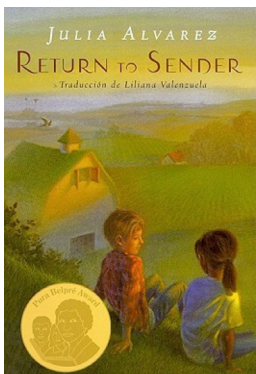
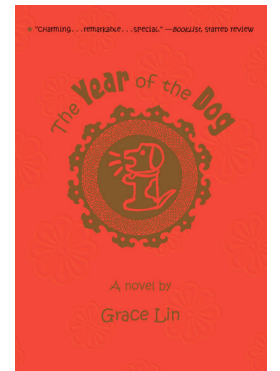
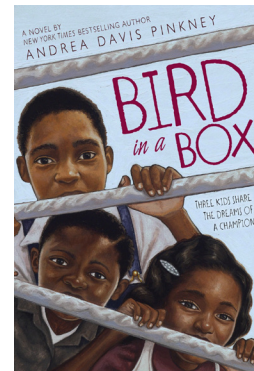
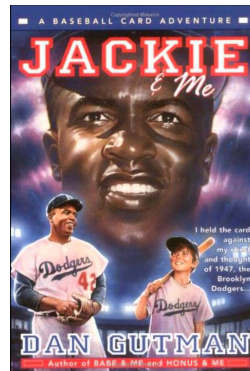
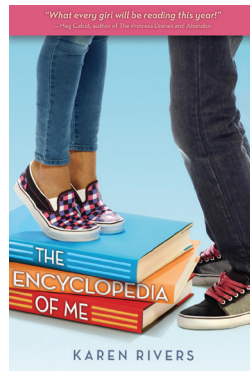
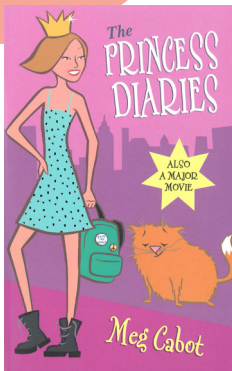
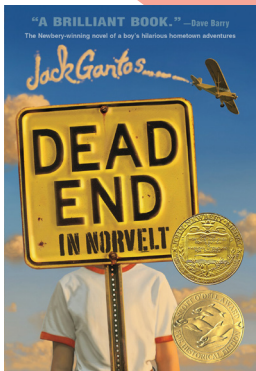
"On the covers, I saw thin, pretty girls. I didn't see any overweight girls or anyone with acne. I think that these covers shape an idea of perfect in a girl's mind, and make them want to be like that."

Respecting

MYTH #1: Kids won't read about people who don't look like them.

"The skin of dark-skinned characters is not always allowed to look dark on book covers."

"Society is almost afraid of putting a dark-skinned or Asian character on the cover of a book. I feel like these are minor forms of segregation."



"The boy books all look like they're going to have a really big adventure."

"You never see pink on a book about monster trucks."

"I realized a lot about the way covers are made and now I kind of want to be a publisher so that I can break some of these stereotypes."

MYTH #2: Girls will read books about boys but boys won't read books about girls.

Graduate School Voices – Respecting

“In our Graduate School courses, we explore the implications of working with culturally diverse people, deepening our awareness of multiple perspectives as we clarify our own. We work to understand the culture of schools and its influence on teachers, children, and families; how to recognize and invite all voices to build inclusive educational communities.”

Adrienne Kamsler

Graduate School Faculty, Director of Curriculum and Instruction Program and Studies in Education Program

“When graduate students learn about Emotionally Responsive Practices, they learn that the following three tenets matter when working with children:

Respecting: Children bring their whole lives into the classroom, and teachers are among the few adults who bear witness to children’s painful life stories. Teachers who can partner with children to hold their difficult stories and continue to see the children in a positive light provide a foundation for hope.

Caring: Children internalize a sense of self worth based on how they are cared for. Caregiving routines at school are often considered incidental, but in reality they are an essential component of the school day. When these routines are carried out in emotionally responsive ways, they communicate that the children are worthy of care.

Learning: Learning needs to be on the just-right developmental level for 4, 5, and 6- year-olds, who are beginning to realize their relative powerlessness in the world of adults and compensate by identifying with superheroes and other powerful figures. The danger in making academic demands too early is that young learners who are not ready can become overwhelmed by feelings of powerlessness in the classroom, and lose access to joyful mastery.”

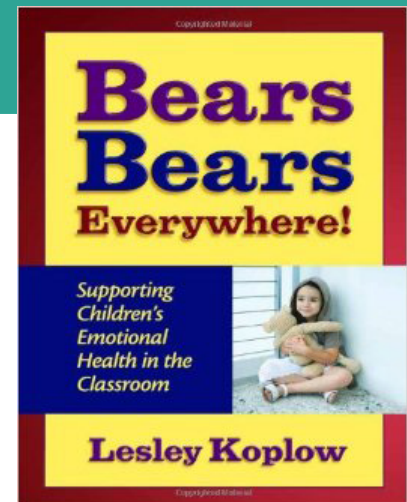
Lesley Koplou

Emotional Responsive Practice, Graduate School Faculty

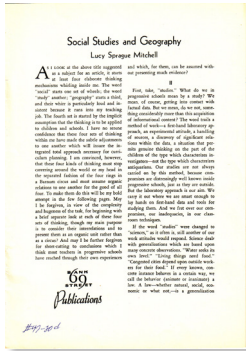
“As an instructor of the observation and recording course in the Graduate School, I’m always impressed by the import of the task at hand—as I hope to provide students an opportunity to hone their observational skills in service of the development and learning of those in their educative care. Respect is such a tricky word—and yet how one interacts with others, be they children or adults, depends greatly on how one respects the voice and perspective of the other. Attending to power dynamics in these exchanges is key and not at all easy. Respect implies connection—how are we connected to each other? How can I see myself in you, and you in me? Bank Street’s engagement with diverse communities continues to be an animating component of our work. One in which seeking to understand the ‘other’ is inextricably tied to how we understand ourselves, complete with our unintended biases and assumptions.”

Cathleen Harvey Wiggins

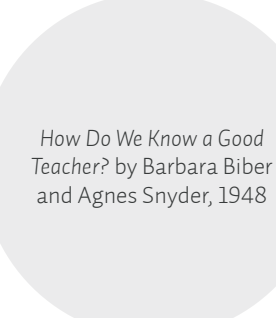
Director, Museum Education Program



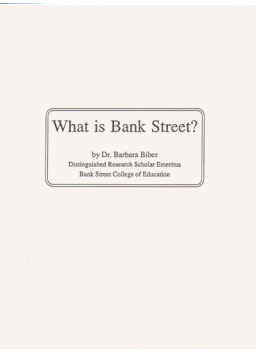
Bank Street Then - Thinking



Social Studies and Geography
by Lucy Sprague Mitchell,
1934



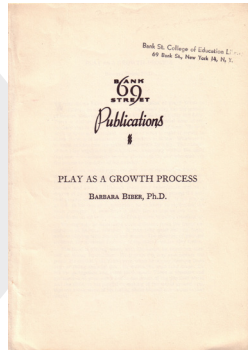
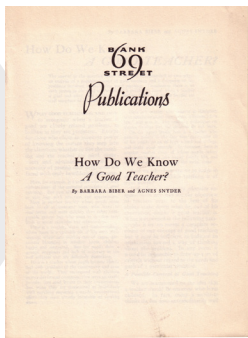
How Do We Know a Good
Teacher? by Barbara Biber
and Agnes Snyder, 1948



What is Bank Street?
by Barbara Biber,
1973



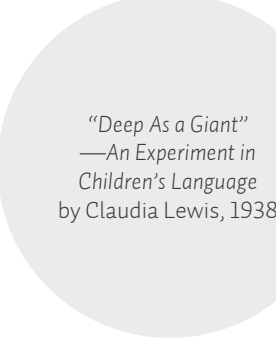
Play As a Growth Process
by Barbara Biber, 1951



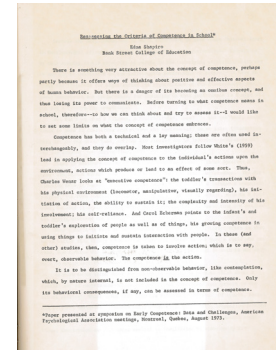
"We are committed to repeated cycles of innovate, observe, study, evaluate, and revise. Toward this end there is, and has been through the years, a pervasive informal climate of experimentation." From *What is Bank Street?* 1973.

— Barbara Biber, Director of Research Division

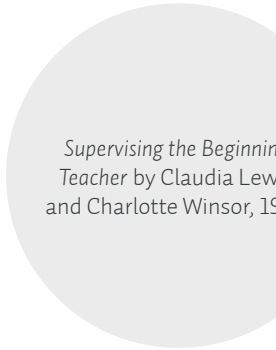
Bank Street College has fostered progressive thinkers since its founding as the Bureau of Educational Experiments in 1916. A large number of the journal articles and book segments produced by these thinkers were reprinted as the 69 Bank Street Publications Series. Taken as a whole, this series provides a valuable lens on the work of the institution. Through these short pieces we can easily glimpse the passion, intelligence, and creativity with which these women approached their work with children, parents, and teachers. These papers span nearly forty years of history. They cover geography, social studies, language, the supervision of beginning teachers, the history of Bank Street, and play.



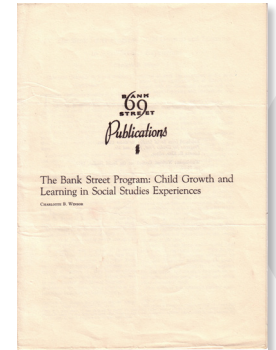
"Deep As a Giant"
—An Experiment in
Children's Language
by Claudia Lewis, 1938



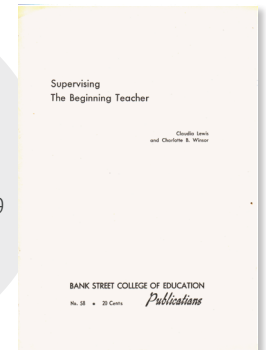
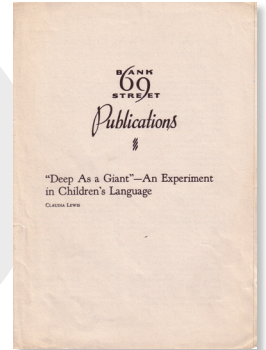
Reassessing the Criteria of
Competence in Schools
by Edna Shapiro, 1973



Supervising the Beginning
Teacher by Claudia Lewis
and Charlotte Winsor, 1959



The Bank Street Program:
Child Growth and Learning in
Social Studies Experiences
by Charlotte Winsor, 1952



Bank Street Now

The 5/6s The 100th Day of the School Year

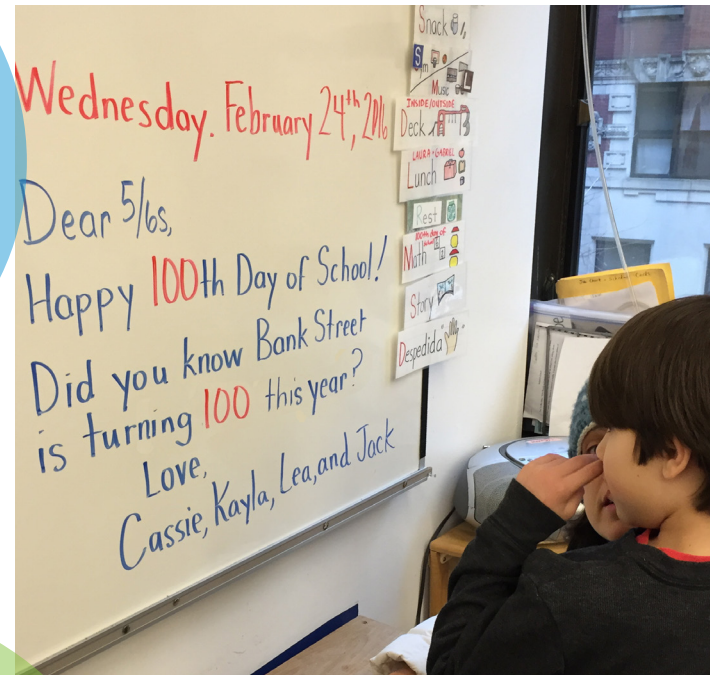
“When we ask 5 and 6-year-olds to explain their thinking, we are creating opportunities for them to expose their mathematical thinking and reasoning. For example, as part of the integrated fruits and vegetables study, 5/6s were counting pomegranate seeds—the large number of seeds compelling after looking at apples and oranges. Children were asked to estimate how many seeds they thought were inside, surfacing a range of guesses from 20 to 1,000.

While engaged in the process of counting, a child reasoned, “I think there’s 500 [seeds in a pomegranate]”, (after counting to 260 already), “because after we counted 90, [we saw] it’s way more than 100, and we’ve already counted more [than 100] and it’s about half.” By using tangible and concrete materials—it could be dice, Unifix cubes, or pomegranate seeds—children are able to discuss what they know and observe about numbers and quantity.”

Cassie Dore
5/6s Teacher

Sally Woods
Lower School Math Specialist

Bank Street is 100. What do 5 and 6-year-olds do at this 100-year-old school?



“We play. We talk. We count. We write. We paint. We build. We climb. We get tired. We laugh. We cry. We tell stories. We look at books. We make a 100 museum. We make a bakery. We do more than 100 things. We ask more than 100 questions. Are we going to have a birthday party for 100?”

Thinking

How big is 100?



"100's big."

"It's long."

"It's tall."

"It's old."

"Wow! 100!"

"100's not a lot."

"No it's a lot."

"I'm 5. I'm not as big as 100."

"I'm 6. And I'm not as big as 100. But I'm bigger than you. And I'm 1 more year than you."

"I'm still 5. But I am bigger than you. Because I'm longer than you."

"I'm still 6. It will take me a long time to get to 100."

"Longer than I'm long."

Graduate School Voices – Thinking

“Bank Street Graduate School provides students an experience in deep reflective thinking, both individually and collaboratively. What is unique is the specificity in reflecting on thinking and learning, using questioning as a vehicle. The questioning and subsequent conversations happening in conference groups and courses occur in a safe and non-judgmental environment, which opens curiosity and possibility. It is this level of reflective thinking which our graduate students bring to the outside world.”

Charlene Marchese

Math Leadership Program, GS '93, Adjunct Faculty Member

“As faculty, we observe, question, listen, work side-by-side with our students and colleagues, and act with humility—and hope our students will follow our model.”

Gil Schmerler

Director, Leadership for Educational Change

“A deep understanding and appreciation of one’s culture and heritage is the foundation of literacy and multiliteracies. Brain research has expanded what it means to be bilingual/multilingual and its positive effects, not only in terms of increased understanding across peoples, but in how we think—being able to think out of the box. Being aware and reflective about language and its parts and being cognitively flexible allows us to be more open to the world around us. My work with teachers involves building their capacity to do this work with skill, imagination, and conviction with their own students.”

Luisa Liliana Costa

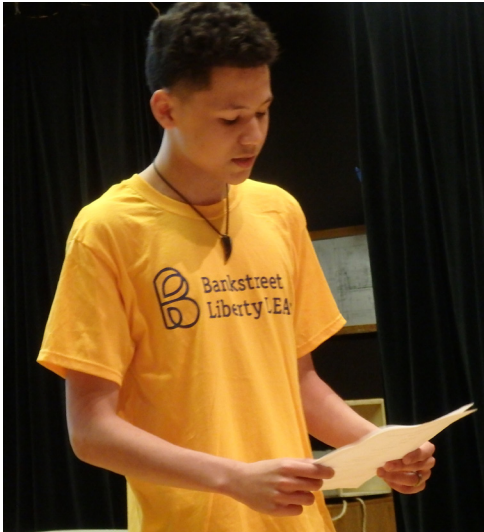
Advisor, Instructor, and Professional Developer
Coordinator of the Language Series

“At Bank Street, we ask our graduate students to take a learner’s stance in their practice because we believe that inquiry is at the center of a strong practice. When teachers are supported to collaborate and reflect, it requires us to welcome other perspectives and experiences into our work, which serve to make our work stronger and deeper.”

Robin Hummel

Director, Leadership in Mathematics Education Program

Bank Street and Beyond



“In 1989, Bank Street launched the Liberty Partnerships Program, an initiative supported by 47 higher education

institutions, aimed at addressing New York State’s soaring dropout rate for students from 5th through 12th grade and their families. Bank Street’s program, now called Liberty LEADS, has enrolled over 1,000 students and families since its inception. Today, our program still offers child-centered programming with the goal of not only having each student graduate from high school, but also attain higher education, embrace leadership engagement, and create a positive future for themselves and others. The College has become a safe place for the students and they often refer to it as their second home. Our afterschool and summer programming offer opportunities to improve social skills, emotional wellbeing, and academic performance, and reduce the risk of negative behaviors. Activities that support college access are also provided for students and their families and include college tours, financial aid workshops, admission advisement, and guidance to help students apply to schools that are a good match for them.”

Ana Tiburcio

Director, Liberty LEADS Program

Empowering Today’s
Youth
Liberty LEADS

In the last 27 years, Bank Street’s Liberty LEADS Program has experienced much success. Our success can be attributed in part to the strength and persistence our families show towards education and to our service delivery model. We acknowledge that the only way we are able to assist families and students effectively is if they participate regularly in program activities and if they continue to participate until high school graduation.

Stats since 2004

- 92% of our students stay with the Liberty LEADS until they graduate from high school.
- Over 90% of our students graduate from high school on time.
- Over 90% decide to apply to college and 100% are accepted.
- Over 90% of our students matriculate in college.



Bank Street and Beyond

Liberty LEADS
Alumni Speak About the
impact the program has
had on their life

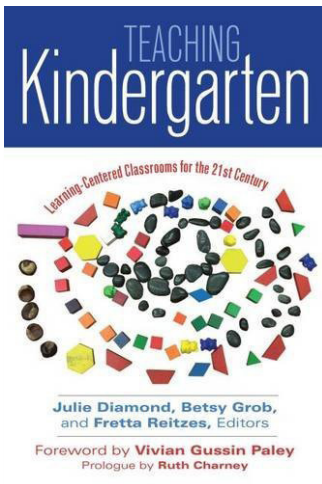
"Liberty LEADS takes a talented individual and helps that individual blossom over the years. It molds competitors, global citizens, and potential leaders of the future. I was a shy freshman and I was reminded to work to my full potential. I know exactly what I want to do and how I am going to accomplish it. This all happened without me even realizing it. Liberty LEADS definitely shaped my confidence. It has given me the strength to keep working towards my envisioned future."

"Here at Liberty I have attained a lot of knowledge. I've learned how to communicate better with other people. I learned how to make connections through Liberty. I also learned how to be accepting."

"This program means friends, family, fun, connections, and growth. I couldn't imagine a life without being a part of this program. Back then I would've been most likely in the streets or hanging out with the wrong crowd because I didn't have anywhere to go. Without Liberty LEADS I would now be part of the 1.2 million kids that have dropped out of school every year due to the lack of guidance. I wouldn't be attending college."

Bank Street and Beyond

Learning and Teaching Here and Abroad



When teaching and coaching teachers, I want them to understand that young children construct their knowledge about the world through deep investigations, through hands on exploration, through block building, the arts, and through play. I help teachers to wonder and remain curious and open-minded about the children (and families) they teach so that they connect with them and build curriculum based on this knowledge.

Finally, I work to inspire teachers to be fierce advocates for children, families, and learning that makes sense for the children they teach.

Betsy Grob
Author, Staff Development Consultant

“This fall, in Dubai, UAE, as our school opens 6,836 miles from 610 W 112 as the first Bank Street affiliated school in the world, we are all excited to carry the Bank Street dream to anyone who walks through our doors. Together, we have created new informal classrooms with work areas, meeting areas, indoor and outdoor unit blocks, and tons of manipulatives and art materials. One of our goals as practitioners is to connect school cultures to support learning through experience. For the past two years, Bank Street teachers in New York designed social studies curricula that will blend with our children’s environment in Dubai. Our hope is to make the Bank Street philosophy actually be related to the diverse families of Dubai as they embark on this new journey with us.”

Lisa Howard, GS '99 and '09
Head of Early Years, Clarion School, Dubai, UAE

Danette Lipten, GS '93
Leader of Professional Studies, Clarion School, Dubai, UAE

Zasswhund Crockett, GS '13
Head Teacher, Clarion School, Dubai, UAE

Michele Burrowes, GS '13
Head Teacher, Clarion School, Dubai, UAE

Emily Bautista, GS '14
Teacher, Clarion School, Dubai, UAE

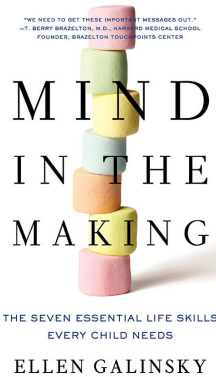
Emily Bourdreau, GS '14
Head Teacher, Clarion School, Dubai, UAE

Janel Frazier, GS '13
Head Teacher, Clarion School, Dubai, UAE

Nichole Krissman, GS '09
Head Teacher, Clarion School, Dubai, UAE

Bank Street and Beyond

Taking our Developmental Practices to the Larger World



“A question led me to Bank Street in 1964: Where can I find a career among people who care about learning about children? After attending a Bank Street conference, I’d found my career home, the School for Children, my first job, where teachers carried index cards to record observations of children as the basis of better understanding

and teaching. My time at Bank Street led me to found the Family Center with other parents in 1974, a place that would provide exemplary care/education for my own children and others and that cared about families as much as teachers. More questions raised at Bank Street led me to move on and co-found the Families and Work Institute in 1989. While writing *The Six Stages of Parenthood*, I heard first-hand the struggles of families in managing their work-life responsibilities. I still continue this work in my writing and through workforce research and child and adolescent research. But one never leaves Bank Street. When I walk in the lobby to pick up my grandson at the Family Center, I know I am still home!”

Ellen Galinsky

Chief Science Officer, Bezos Family Foundation, GS '70

“As we integrate Bank Street’s deep understanding of child and educator development into the instructional strategies of public school districts, it has become more clear that large-scale, lasting change will only happen for students if the adults believe they must come together and learn their way through their challenges. Modeling this kind of collaboration, reflection, and growth for and with district, school, and classroom leaders can be difficult in today’s educational context, but it is the key to shifting the way schooling is done to make it developmentally meaningful for all students.”

Tracy Fray-Oliver, Deputy Executive Director, and **Davia Brown-Franklyn**, Senior Director of Partnerships, **Bank Street Education Center**

“For more than 14 years, Bank Street and the Education Development Center have been collaborating on Math for All, an effort to educate teachers and administrators in schools across the nation to help them make high-quality math education accessible to all students, including those with disabilities. Funding from the National Science Foundation and the Institute for Education Sciences at the U.S. Department of Education has allowed us to develop two sets of published professional development materials and to thoroughly study them. Math for All has helped scores of teachers better meet the needs of children who otherwise might have been marginalized or just not supported as capable, successful math learners. More has to be done now in all schools. We are continuing to do that in our collaboration with more than 120 teachers and school leaders from 30 Chicago Public Schools.”

Babette Moeller

Distinguished Scholar, Educational Development Center

“Pre-K for All is a partnership between Bank Street College and the New York City Department of Education and is designed to advance best practices in prekindergarten teaching and learning. This program incorporates the New York State Prekindergarten Foundation for the Common Core and principles of emotionally responsive practice and will prepare educators to welcome children and families to the classroom environment, implement a developmentally sound and safe early childhood classroom curriculum, help all children experience success in school with particular attention to children with a wide developmental range including children with a disability, establish a safe and familiar environment for the children from diverse cultural and language backgrounds, and engage in reflective practice to promote instruction and student performance.”

Milenis Gonzalez

Project Director, NYC Explore

Afterword

By the
Graduating Class
of 2016

Bank Street
School for
Children

“Bank Street reflects the democratic values that our country was founded upon, both in its philosophy and in its structure. Like our nation’s president and his cabinet, we too have a president and a cabinet, which consists of deans of the College’s various divisions. These deans maintain an open door policy, allowing for their “constituents” to provide input in a multitude of ways, ensuring that the community feels engaged in matters of institutional importance.

In America, Congress holds hearings to help inform their legislative decisions, and at Bank Street, we have discussions (lots of them!) to both think things through and provide vital feedback. The faculty, like congressmen and women, facilitate these “hearings”, and give the students a chance to share. In America, the people hold protests to communicate their frustrations and hopes to the government, and at Bank Street, the students do something similar through writing petitions. Our voices are always heard.

At the time that our government was established by our Founding Fathers, it was considered innovative and revolutionary, and it has managed to persevere through many challenges. Similarly, Bank Street has stayed the course, since its founding in 1916, espousing a progressive, hands-on approach to learning, and thus has claimed for itself a unique place in the American landscape of education. Looking towards the future, we hope that progressive education will become more available to students everywhere, in all their diversity. Bank Street is a special place—or, rather, a special democracy. America’s democracy has survived for hundreds of years; it is our hope that Bank Street does the same.”





**Bank Street College of Education:
Celebrating Bank Street's First 100 Years**

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