Community Gathers at “Get Organized for Public Education” Event

The future of public education and support for the city’s most vulnerable students were top of mind at the “Get Organized for Public Education” event held at Bank Street on February 10th. Coordinated by education-focused activist groups Indivisible Nation and Get Organized BK, the event featured a panel discussion by public school educators and activists followed by a series of themed breakout sessions designed to provide attendees with opportunities to brainstorm, collaborate, and plan future advocacy efforts.

Organized in response to the new administration’s appointment of Betsy DeVos as Secretary of Education, the event for educators, parents, and other allies of public education provided attendees with information and insight into how to best advocate for New York City’s schools and help ensure positive outcomes for students and families.

“The voices of parents, educators, and activists are really powerful,” said Liat Olenick, GSE ’12, a public school science teacher and lead organizer for the event. “We are here because of the love we feel for the kids we know and because of empathy and compassion. My hope is that we can turn that compassion into action to help fuel the growing fire we have to protect the equitable, high-quality, joyous public schools we all want for our children.”

Panelists included the following Brooklyn-based educators and thought leaders: Carmen Alvarez, GSE ’81, Vice President of Special Education at United Federation of Teachers; Maggie Moroff, GSE ’97, Special Education Policy Coordinator at Advocates for Children of New York; Zakiyah Ansari, Advocacy Director for the New York State Alliance for Quality Education; and Katie Latham, ESL/ENL teacher, activist, and blogger. The conversation touched on many concerns currently facing public school students, including how the policies of the new administration may affect local schools and communities, the impact of potential funding cuts on special education, and concerns around standardized tests that are particularly challenging for non-native English speaking students. The discussion was moderated by Lisa Raymond Tolan, Bank Street adjunct instructor, occupational therapist, and public school parent.

Alvarez kicked off the evening by highlighting the group’s concerns about DeVos

Graduate School Faculty Member Leads Report on Translanguaging with Team of Alumni

Over the past decade, the theory and practice of translanguaging has emerged as a new pedagogical approach in bilingual classroom settings. This dynamic view of teaching and learning permits multilingual students to utilize their full scope of linguistic resources to help them process information and improve learning and communication.

In June 2015, Cristian Solorza, GSE ’02, Director of Dual Language/Bilingual Programs at the Graduate School of Education and an advocate of translanguaging, began working with the CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) and four Graduate School of Education alumni to produce a new report titled “Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study.”

Written by Solorza, Gladys Aponte, GSE ’13, Timothy Becker, GSE ’13, Bianca Frias, GSE ’16, and Tess Leverenz, GSE ’16, the report examines how

Bank Street Education Center Expands Partnership with Newark Public Schools by Erica Wong

The Bank Street Education Center is continuing its collaboration with Newark Public Schools through a new project designed to help create strong instructional programs in pre-K sites across the city. The current partnership builds upon two previous engagements with Newark leaders and educators.

Designed to help improve teacher practice and outcomes for 3- and 4-year-old students, the Education Center is facilitating a series of professional learning sessions for both pre-K leaders and teacher coaches focused on the content of Creative Curriculum, a developmentally-appropriate set of resources currently used in pre-K classrooms across the Newark public school system. In addition, leaders and coaches are deepening their ability to support the implementation of Creative Curriculum through training sessions utilizing a coaching model previously co-created by the Education Center and Newark leaders in 2015-16.
A Closer Look at the Bank Street Summer Camp Musical Theater Program by Dylan Morgan

Summer is just around the corner and Bank Street Summer Camp will once again offer eleven weeks of recreational play and focused exploration for hundreds of families.

I had the opportunity to sit down with Michael Lapinsky, Music Director for the Summer Camp’s popular Upper Camp Musical Theater program. Michael discussed how he uses his own experience on stage to inform his approach with campers.

Q: Can you tell us a little about your role in the Musical Theater group at Bank Street Summer Camp?

A: During the June session, the program is focused on helping campers create an original theater production. As the pianist and composer, I help facilitate the writing of the original songs. Other counselors collaborate with campers so they can write scenes, choose costumes, make props and scenery, and of course, create some pretty incredible choreography. Our July session is a much more in-depth approach to an established musical production, which is often the junior version. I help the campers learn proper vocal technique, group harmonies, and all of the necessary dynamic elements required to put on an exciting performance.

Q: How do you use your own experience on stage to enhance your campers’ experience?

A: It’s all about being committed and fearless. The easiest way to teach is by example, so if the kids see me making a fool out of myself, they’ll find the ability to also get wild and crazy with their choices. There’s also the factor of mutual respect. In the grown-up performance world, every actor or musician is driven by their other colleagues’ abilities to be their best self. If I can model that for my campers, and show them that I respect what they are bringing to the table, they will in turn be capable of respecting one another and be able to build each other up throughout the process.

Q: You played the Cat in the Hat in the national tour of Suessical last year. Could you tell us a little about that experience?

A: The Cat in the Hat is one of the most iconic figures in children’s literature and getting to put my own take on the character was incredible. I was fortunate to have a director that gave me a lot of freedom and supported the crazy choices I came up with. In the show, the Cat is personified in a very similar way to how he is in the books, so the movement and body work of our Suessical/world was very precise. As the Cat in the Hat, I popped in and out of the different storylines, kind of like the narrator that knows what’s going on at all times, and it was really fun to be able to do that and surprise the audience.

Q: Why did you and the other theater counselors pick Suessical for the 2017 Summer Camp Musical Theater production?

A: The themes of Suessical are universal, but they’re especially applicable to our camp setting and the goals we try to achieve within our program. At its
Centennial Innovation Fund Grant Explores Museum Education for Students and Teachers

by Maria Richa, and Cathleen Wiggins

In the first week of January, you may have noticed School for Children students gathered in the lobby exploring an exhibit of photographs and accompanying captions displayed along the walls.

During one visit, 7- and 8-year-olds walked around calmly, as if in the halls of a museum, observing the photographs on display to find one they wanted to learn more about. After choosing their photographs, they read the supporting materials that matched their image and took turns sharing what they learned.

This exercise was just one of several other developmentally appropriate activities we facilitated for School for Children students as part of “The Object Project,” a Centennial Innovation Fund grant that we, Maria Richa and Cathleen Wiggins, co-designed to help School for Children teachers expand their use of museums and museum education to enhance their respective classroom curricula.

The work to support this grant began with a planning phase in 2016, in which the two of us assessed and interviewed all School for Children classroom teachers to learn about their own interests in museums and cultural institutions and how they might use them currently in their classroom practice. Drawing from these discussions, we brainstormed learning opportunities for Bank Street teachers that would allow them to engage with art themselves and explore the ways it could be used to help their students make connections to history, people, and culture.

We decided to host an exhibit around the book, *ExceptionAL: Black Men Leading, Living, and Loving*, which would be held at Bank Street and accessible to anyone within our community. The exhibit, which marked the second phase of our grant, engaged visitors through vivid photographs and selected excerpts from the book that worked together to add depth and dimension to the sometimes narrow perception of Black men in America.

As part of the exhibit, we invited author Judy Touzin and photographer Chad Pennington to visit Bank Street prior to the installation to talk with School for Children teachers about their work. Through these open-ended conversations, teachers began to plan and think of ways to intertwine the authors’ work with their own curricula. As the ideas developed, many Middle School teachers found ways to link their work to either their civil rights study or their social studies curricula. For example, the exhibit provided an opportunity for the 6/7s to think about what it takes to interview and represent an authentic portrait of a person and the 9/10s utilized the exhibit as a platform for talking about how they can effect change on unjust social issues.

Welcome to Bank Street

The Development and External Relations Office welcomed Ashley Arana as its new Alumni Coordinator, focusing on event planning and increasing alumni community participation. Ashley has worked on several education initiatives, including the City of New York Department of Sanitation’s Bureau of Recycling and Sustainability’s Public Education Unit, The Partnership for Inner-City Education, and Tompkins Hall Pre-School & Nursery. She graduated from Barnard College.

Shari Arroyo-Brown is the new Communications Manager for the Learning Agenda at Bank Street. She comes to Bank Street with seven years of experience working in the communications and public relations industry. Shari graduated from Hampton University with a BA in Communications.

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due to her impact in Michigan and her recent comments regarding support for increasing the number of for-profit charter schools and vouchers nationwide. Alvarez pointed out that while charter schools are fundamentally not the problem, the danger lies in a lack of accountability and how funding is spent. “We just want to make sure that the staff is protected and that the students’ rights are regulated,” she said. “They found that in Michigan, the academic standing for all has plummeted. Fourth grade reading levels fell from 20th nationally down to 41st between 2013 and 2015 and eight out of 10 charters do worse than traditional neighborhood public schools.”

“I think one of our key tasks will be to fight for all students,” added Moroff, who expressed concerns about the needs of certain groups being prioritized over the needs of others in a new national debate around public education and federal funding.

Building on that point, Ansari provided insight into how to frame such discussions, noting, “we need to move our language to doing right by children as opposed to Democrat and Republican or left and right.”

The panelists’ comments echoed the College’s mission to “seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn.”

Following the panel, attendees split into one of nine breakout groups: Protecting Title I and Blocking Voucher Programs; Changing the Narrative (about Public Schools); State and Political Local Action; Integration, Diversity, and Equity in Public Schools; Allies for Public Education; Protecting Early Childhood Education; Testing and Opt-Out; The UFT; and Advocating for Students with Disabilities.

One group, “Changing the Narrative,” drew a dozen participants, including private and public school teachers, a curriculum writer for charter schools, and a college professor, to talk about how they could change the negative conversation surrounding public education. Bank Street Principals Institute alum Eric Giraldo-Gordon, GSE ‘15, led the group as members suggested ways to use social media and events highlighting students’ voices to send a message about what schools need to succeed.

Members of the group left exchanging emails and making plans to attend the People’s March for Education Justice on March 4th.

Valentine Burr, Chair of the Department of Teaching and Learning at the Graduate School of Education, helped coordinate the event. “When Liat asked Bank Street if we would provide space for the event, there was immediate interest from faculty and staff. We felt like Bank Street would be the perfect place to bring together not just public school teachers, but parents, people who are allies of public schools, and community activists that are working in a range of ways to think about how people might come together to take action,” she said, noting an increase in interest surrounding advocacy efforts within the College.

To learn more about local events coordinated by Indivisible Nation and Get Organized BK, please visit their Facebook page at facebook.com/oneindivisiblenation.
Translanguaging can be used as a tool in dual language bilingual classrooms to enhance student learning and provides educators with a comprehensive guide for incorporating this theory into classroom practice. It will be published in April 2017 by CUNY-NYSIEB and will be available on their website as a downloadable resource for educators.

Translanguaging is often viewed as a controversial practice by administrators, as most dual language classrooms retain policies that permit students to speak only in the target language. However, the practice is slowly and steadily gaining support among a new crop of thought leaders in bilingual education. As indicated in the report, the approach creates opportunities for students to meaningfully engage with content and communicate with other bilingual students and teachers for deeper learning.

“Translanguaging honors the idea that students learn better when they can access all of their linguistic resources to communicate their ideas,” Solorza said. “This approach, however, must be planned by the teacher in thoughtful ways to be effective. We include concrete units of study in our report that provide teachers with the structure and detail they need to properly create translanguaging spaces in their classrooms.”

In the earliest stages of the project, Solorza and his team worked together to visualize what effective translanguaging spaces could look like in dual language bilingual settings. They took a closer look at the strengths and weaknesses of strict target-language-only policies and then pushed themselves to reimagine those learning spaces and determine the ways that translanguaging could offer a stronger foundation for student learning.

“When educators create deliberate spaces for translanguaging, they are better able to assess all of the background that students bring and provide necessary language supports,” said Aponte. “This is what it means to invite the whole child into the classroom. Students gain metalinguistic competence and ownership of their language repertoire as they analyze their languages and make choices about when to use specific linguistic resources. Translanguaging makes bilingual students proud, biliterate critical thinkers!”

The team developed the report under the direction of Maite Sánchez, CUNY-NYSIEB’s Project Director, as well as Principal Investigator Dr. Ofelia García, a highly regarded expert and champion of translanguaging who was awarded a Doctor of Humane Letters, Honoris Causa from Bank Street in 2015 to recognize the scope of her life’s work with multilingual learners.

“Being able to collaborate with such a diverse group of people who all share a common interest in a more progressive view of dual language instruction was a truly unique experience,” said Leverenz. “Ofelia unified and guided us with her passion regarding her theory of translanguaging. She really challenged us to question our own assumptions and views of language separation.”

The team hopes their report can prompt a shift in dual language bilingual classroom instruction and help educators become more receptive to translanguaging as a strategy to better support students.

“We need to find ways in the classroom to validate the languages that our students are using inside and outside of school, otherwise we’re excluding a big part of their lives. Translanguaging offers us a vehicle to be able to do so, and our guide provides practical strategies that can be helpful planning tools for educators,” said Solorza.

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**Visit bankstreet.edu/in-the-news to see recent coverage of Bank Street, our faculty and staff, and our programs and initiatives in the news.**
**Partnership with Newark Public Schools**  
*continued from page 1*

“We are excited to continue our work with Newark to help bring high-quality learning experiences to all pre-K students in the system,” said Doug Knecht, Executive Director of the Bank Street Education Center. “Our partnership is focused on building a coherent throughline of teaching and learning from the early childhood central office to teacher teams and their students. This has included strategic planning and implementation guidance, co-facilitating professional learning sessions, developing tools and resources for a shared vision of strong practice, and creating step-back moments and data feedback loops for adjustments.”

Bank Street has a deep and historic commitment to improving education in Newark. In the mid 1990s, Bank Street and the city’s leaders collaborated on Project New Beginnings, an initiative designed to improve kindergarten classrooms and practices. Over time, the project expanded to include higher grade levels, coaching and other professional development for teachers and school leaders, and school-community-family partnerships to support a holistic approach to ensuring student success.

The relationship was rekindled in 2014 when Newark approached the Education Center for support in choosing developmentally-appropriate pre-K curriculum supplements. As part of this work, the partners co-designed a teacher leadership program to both inform the curriculum investment and foster a common understanding of how curriculum resources can enhance instruction. As a result, Newark school leaders and the Education Center established a cohort of teachers, teacher coaches, and site leaders to help support high-quality pre-K in future years.

Based on the positive impact of their collaborative efforts, Newark leaders and the Education Center entered into a second phase of work to provide professional learning sessions to all 25 pre-K teacher coaches and to develop strategic planning sessions with Newark Public School’s Office of Early Childhood leadership team. During these sessions, the teacher coaches deepened their understanding of what high-quality pre-K teaching looks like in order to strengthen their capacity to provide coaching to the city’s teachers. Simultaneously, the Education Center met with key district leaders to revise a coaching model for teacher coaches.

“Through this important work, we can see our Bank Street values implemented in practice,” said Davia Brown-Franklyn, GSE ’97, Senior Director of Partnerships at the Education Center. “There is great value in the reciprocal learning taking place—the district is learning about best practices while we are learning about what works in our approach to supporting urban districts.”

In addition to Brown-Franklyn, several other Bank Street alumni have played an integral role in the Education Center’s recent work with Newark: Ami Patel Song, GSE ’14, is the current Project Director; Tanima Levine, GSE ’01, Director of Content Development, designs the curriculum for the professional learning sessions; and Betsy McKenna, GSE ’05, and Ursula Davis, GSE ’74, served as facilitators during the first phase of the partnership. Today, Davis continues to lead professional learning sessions with the project team.

According to Patel Song, the fact that she and many members of her project team are Bank Street alumni is an asset. “I think our collective understanding of child and adult development allows us to help our partners in Newark construct their own meaning around what it means to be a coach and school leader,” she says. “By continuing to build a community of learners, we are better able to share and explore the roles of coach and school leader, and what developmentally-appropriate practice looks like in pre-K.”

“We’ve come a long way with the coaches and the district’s Office of Early Childhood,” added Patel Song. “We’re looking forward to seeing what the coming years bring in Newark.”

Interested in partnering with the Bank Street Education Center to help build strong teaching practice across school districts such as New York City, Newark, New Haven, or Cleveland? Please visit [bit.ly/BSECsurvey](bit.ly/BSECsurvey) to learn more and share your contact information and area of interest.
On March 10th, members from every area of the Bank Street community including parents, faculty, staff, and trustees gathered at the beautiful Stanley H. Kaplan Penthouse for the annual Auction to Benefit the School for Children and Family Center.

During the event, guests had the opportunity to mingle over cocktails and hors d’oeuvres in celebratory fashion and bid on dozens of exciting items donated for the silent auction. Popular items included concerts and sporting events, one-of-a-kind teacher experiences, wine tastings, dinner parties led by expert chefs, museum tours, and vacation getaways.

The evening’s Grant a Wish effort was led enthusiastically by Auction Co-Chair Russell Granet, whose “I Love Coding” t-shirt and Pikachu hat drew many laughs and inspired a great deal of support from the community for professional development for School for Children faculty.

“The evening was electric. Everyone had such a wonderful time,” said Ayette Jordan, Director of Development & Alumni Relations, School for Children. “Because of the dedication and creativity of our volunteers and the contributions of time and resources from the entire Bank Street community, we had a fantastic event. It was a tremendous fundraising success and we are so grateful for all of the generous support.”

Please visit bankstreet.edu/jobs for new job opportunities across the College.
Summer Camp Musical Theater
continued from page 2

core, the show is about unlimited imagination. But then there are these sub themes about friendship, relationships, responsibility, caring about things and other people, and adventure. Bank Street campers really respond to themes like this and it influences how we help support them to do their show.

Q: Why do you think musical theater is important for children?

A: During any musical theater production, many pieces have to come together to make a complete world, so it’s never a solo effort, and I think it’s important for kids to know what it feels like when they’re all working toward a common artistic goal. Whether it’s with friends, strangers, adults, or kids, each show is a new community built on the development of mutual respect and responsibility. Then there are the artistic skills of musicality, rhythm, reading music, vocal technique, acting, public speaking, movement, design... the list goes on. Kids can be going through this program for the first or fifth time, and they'd still be able to pick up new skills and build on old ones.

For more information about Bank Street Summer Camp, go to [www.bankstreet.edu/camp](http://www.bankstreet.edu/camp).

Michael Lapinsky went to NYU Tisch School of the Arts and graduated with a BFA in Drama. Michael has been working in the Bank Street School for Children since 2013.

Dylan Morgan, SFC ’01, is Associate Director is Associate Director of Summer Camp Operations and Communications. He has been working at the Bank Street Summer Camp for the past fifteen years.

Welcome
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Karen Christie-Ward is a new coach for NYC Pre-K Explore. Karen has experience as an early childhood teacher in New York City’s District 14, as a teaching artist in New York City for grades n-12, and as a site leader for The After School Corporation, where she hired artists and mentored them to become teaching artists. Most recently, she was a facilitator and coach for the Partnership for After School Education.

Stefanie Horton, GSE ’13, has joined the Guttman Center for Early Care and Education as a coach. Prior to Bank Street, Stefanie was the Education Consultant for Summit School in Manila, Philippines. There, she supervised the professional development of the teachers and worked closely with the administration in its endeavors to reestablish itself based on progressive philosophy, policies, and practices. Stefanie previously taught at Columbia University’s Tompkins Hall, the Jewish Board of Family and Children’s Services’ Child Development Center, and the Bank Street Family Center. She received an MSED from Bank Street.

Krista Kaiser, GSE ’06, has joined the Bank Street Education Center as a math coach for NYC Pre-K Explore. Prior to Bank Street, Krista worked on Pre-K For All expansion efforts, scoring RFPs for new sites and coaching teachers on Social Emotional Learning. For seven years, she worked on an Institute of Education Services grant for the Patricia & Phillip Frost Museum of Science designed to test the efficacy of an early childhood science curriculum. Krista was the Program Coordinator and prime developer of the curriculum. Krista holds an MS in Early Childhood Education from Bank Street College and has taught pre-K in New York City and San Francisco.

The Center for Culturally Responsive Practice welcomed Erica Licht as its new Assistant Director of Research and Implementation. Prior to Bank Street, Erica worked as a consultant and facilitator on leadership development in Addis Ababa, Ethiopia and as a Fulbright Scholar in Lagos, Nigeria, where she developed a pilot on youth-police dialogue. Her practice has spanned additional long-term work in Trinidad, Jamaica, the UK, New York City, and Boston. Erica holds a master’s degree in Justice Policy from the London School of Economics and a bachelor’s degree in Africana Studies and Human Geography from Vassar College. She is passionate about collaborative community and educational racial equity programming.

The School for Children has welcomed Aimee Maher as the new Middle School Assistant. Aimee is originally from Kilkenny, Ireland and worked as a primary school teacher in Ireland for over ten years. She graduated from Dublin City University with a Bachelor in Education. Aimee is replacing Jeffrey Kulick while he is on sabbatical leave.

Sonaliz Morel-Baker is the new Annual Funds Manager in the Development and External Relations Office. She worked at New Jersey City University (NJCU) holding roles as its Director of Annual Fund and Alumni Programs, Director of Alumni and Development

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Family Center, Head Start, and Liberty LEADS students and faculty to showcase how learning and teaching are fostered; and “Graduate School Voices,” which captures reflections from Graduate School faculty and alumni highlighting the Bank Street approach to teaching and learning. The final chapter, “Bank Street and Beyond,” demonstrates the reach and impact of the College’s alumni within the larger world.

The project began when Melnick came up with the idea of creating something visual to represent the first 100 years of Bank Street. He reached out to Harris, whom he had worked with before and admired for her ability to visually represent important ideas in book form. After collaborating on the book’s layout, they conducted interviews with School for Children and Family Center teachers and students, Graduate School faculty, students, and alumni, and others across the College.

“Members from all corners of our community came together to help us unpack the very meaning of education at Bank Street,” said Melnick. “The project both required and benefited from collaborations across several divisions of the College, but all participants really stepped up to the plate to show and tell what Bank Street wants education to be.”

In addition to the many community members who lent their voices to the publication, the project’s completion required support from several other staff members across Bank Street, including Kristin Freda, Director of the Library, Lindsey Wyckoff, College Archivist, Chris Kyriakou, Graphic Designer, and former staff member John Bellacosa, Graphic Designer.

“I am thankful to have been part of the hardworking team that created such a lovely tribute to our institution,” said Kristin Freda, Director of Library Services. “The book beautifully showcases Bank Street’s mission and ideals across all areas of the College using the words of children, families, and educators from our past and from today. It was a proud moment to finally hold a print copy in my hands.”

The launch party gave the Bank Street community the chance to celebrate the final product, which was the culmination of one-and-a-half years of work. During the event, School for Children students and music teacher Betsy Blachly, GSE ’90, shared a special musical performance of “It’s So Cool Bank Street School,” an original song the students wrote with Blachly. In celebratory fashion, the song’s lyrics are included on the inside of the book’s cover.

At the launch event, Melnick and Harris spoke about their experience producing Celebrating Bank Street’s First 100 Years and how the final project fluidly “articulates the purpose and intent of Bank Street’s educational process for children and adults.”

Later in the evening, attendees had the opportunity to speak with those who worked on and those who contributed to the book, mingle with each other over light refreshments, and purchase copies of Celebrating Bank Street’s First 100 Years.

“The response to the launch of Celebrating Bank Street’s First 100 Years has been overwhelmingly positive and Robie and Hal did a wonderful job capturing the essence of Bank Street and its impact on progressive education. The launch event provided an additional opportunity for the community to come together, reflect and honor the College’s work, and celebrate Robie and Hal’s wonderful contribution to the College’s Centennial year,” said Katie Connelly, Chief of Staff.

Additional copies of Celebrating Bank Street’s First 100 Years are currently available for sale at the Bank Street Book Store and in the Library.

If you are interested in writing publicly about a topic related to Bank Street, please reach out to communications@bankstreet.edu. We’d love to work with you to get your ideas published in the press, on the website, or in the next newsletter.
To deepen the community’s opportunity for learning, Touzin and Pennington also spent a day in January talking with parents, children, and the larger Bank Street community. Touzin, a former school principal, asked children to think about their own “golden star,” which refers to what we all, as people, have within us that makes us exceptional. She brought in three small bags that all looked different visually and contained a mixture of similar and dissimilar objects. She used the bags as metaphors for people, encouraging the children to come to an understanding that we may think we know what might be on the inside of a bag, but we don’t really know until we take the time to look inside.

Pennington also engaged the students with his detailed descriptions of how he chose the settings for his portraits. Throughout the discussion, children appeared to be in rapt attention, leaning forward with many eager hands raised, nods of agreement, and thoughtful verbal exchanges.

This past February kicked off the third phase of the “The Object Project,” in which we organized three professional development workshops for teachers. One of the sessions, which was led by Maria, was held at the Cathedral of St. John the Divine to help participants learn how to bridge the gap between art, science, and math. Another workshop included a visit to The Frick Collection led by Rika Burnham, the museum’s Head of Education and author of *Teaching in the Art Museum: Interpretation as Experience*, and for the final session, we invited Tara Geer, consultant and supporter of Visual Thinking Strategies (VTS), to help teachers learn strategies to engage children in art and objects through this inquiry-based approach.

Later this spring, during the final phase of our project, we will invite interested teachers to participate in creative advisory work groups where they will revisit, possibly revise, and/or create curricula with our guidance and support.

“The Object Project creates a unique opportunity for the Graduate School and School for Children to work together and create a rich and meaningful space for deeper teaching and learning,” said Johannah Chase, Associate Dean of Innovation, Policy and Research. “We are looking forward to seeing how teachers in the School for Children choose to enhance their curricula through museum resources and encounters.”

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

*Maria Richa, is the Art Teacher for the School for Children Middle and Upper Schools, and Cathleen Wiggins, GSE ’92, is Director of Museum Education at the Graduate School of Education.*

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**Welcome**

Services, and Director of Development Services. Prior to NJCU, Sonaliz worked at the Hetrick-Martin Institute as its Institutional Researcher and Data Administrator. She received a BA in Political Science and English Literature from Baruch College, a Master’s in Public Administration from John Jay College, and will be graduating in May with a Doctor of Education (EdD) degree in Educational Technology Leadership from the New Jersey City University.

**Nyah Piper** has joined Bank Street as the new Administrative Assistant to Physical Plant Services. A New York native, Nyah previously worked at the Mandell School, where she supported the Head of School and the Upper School Division. She is currently pursuing her BBA in Business Management from Monroe College in New Rochelle.

**Dr. Sharon Ryan** is the Director of the Straus Center for Young Children and Families at Bank Street. Prior to Bank Street, she was Professor of Early Childhood Education at Rutgers University. Dr. Ryan has worked in the early childhood field as a preschool teacher, consultant, program leader, curriculum advisor, and special educator. As a researcher, she uses a range of qualitative and mixed methods designs to research early childhood teacher education and professional development, curriculum, policy enactment, and the potential of critical theories for rethinking early childhood practices.

**Yakeisha Scott** is a new project assistant for the Guttman Center for Early Care and Education. Yakeisha is a social science researcher whose work involves the design, implementation, and evaluation of programs to impact the overall development of young children and improve their academic achievement. She has a bachelor’s degree in psychology from the University of the West Indies and studied psychological research at Bangor University at the master’s level. Yakeisha has a decade of experience working within the area of early childhood development, specifically related to the development of young children’s social and emotional competencies in low- and middle-income countries.
(1) Jed Lippard, Dean of Children’s Programs; Alex Burns, SFC ’00; Alex Cavander, SFC ’04; Hannah Solis-Cohen, SFC ’08; Bryan Ireland, SFC ’13; Javaid Khan, SFC ’88, Upper School Coordinator; Erica Moszkowski, SFC ’07; Benjamin Julia, SFC ’01; and Ambia Elias, SFC ’13, at the School for Children Alumni Panel Event, (2) Jennifer Woodruff, GSE ’95, Tracy Fray-Oliver, and Tarima Levine, GSE ’01, flip through materials at the Ed Center internal retreat, (3) School for Children students, parents, and teachers take the streets of Manhattan on January 21st for the Women’s March, (4) Erica Buchanan and Darlene Perry O’Neill are all smiles at the Ed Center internal retreat, (5) School for Children students design posters for the Women’s March on New York City, (6) At the Ed Center retreat, Tracy Fray-Oliver, Kaity Lynch, Katherine Baldwin, GSE ’02, Tarima Levine, GSE ’01, and Chelsea Lewkow engage in a small group discussion, (7) Upper School Coordinator Javaid Khan, SFC ’88, is bundled up for the Women’s March, (8) Ed Center colleagues get organized for a retreat activity, (9) Milly Gonzalez and Shannon Vazquez at the Ed Center retreat at Bank Street, (10) GSE faculty member Cristian Solorza, GSE ’02, with panelists Pamela M. Jones, Dr. Nelson Flores, Dr. Nicole Moriarty, Megan Purvis, and Kate Seltzer at a panel discussion to support the Graduate School’s new TESOL program, (11) Graduate School staff and alumni at the Alternative Careers Panel on February 1st: (left to right) Jim Clay, ’88, Dean Cecelia Traugh, Mollie Welsh Kruger, Dan Marwit, ’02, Lilly Stevens, ’06, Jo Ann Secor, ’83, Sue Carbery, ’90, and Todd Sutler, ’10, (12) Alumni gather for a meet-up at the Grand Bar & Grill in Williamsburg, Brooklyn to network and share their experiences as progressive educators.