

“ Through my Bank Street coursework and fieldwork, I learned how to be an effective educator of students of all backgrounds, interests, and abilities. I learned many approaches to teaching children, in both classroom and clinical settings, in ways that respond to student needs. My Bank Street education has continued beyond the time I spent there as a student, largely because of the many positive experiences I had with both faculty and fellow students. I continue to use the resources and information from my coursework in my every day work with my own students. The connections I made with other Bank Street faculty and students have left me a network of committed, innovative educators on whom I rely for my continuing education. Bank Street is a place for current and future educators who want to develop a rich, multi-faceted understanding of how to make a difference in the lives of young people. ”

Iva, Teaching Literacy: Focus on Classroom Teaching



“ Bank Street genuinely prepares people to enter the classroom with the confidence and knowledge that few first-year teachers possess. Bank Street teachers are reflective and knowledgeable, and care about their students, their subject matter, and their development as professionals. Bank Street offers small classes, an incredible advisory system, dedication to a full year of supervised fieldwork, and faculty who have a sincere respect for the profession and their students. I would not feel as prepared as I do if I had not studied at Bank Street. ”

Eve, Middle School

General Education



“ Students are taught in the way Bank Street hopes you will teach your own students—using an inquiry-based, investigative, hands-on approach. You will be taught by the best of the best, and by teachers who are passionate about teaching. When you tell someone in the education field that you graduated from Bank Street, you will get a positive reaction, no matter where you live. ”

Nicole, Leadership in Mathematics Education

Academic Programs

Academic Programs

All graduate programs include three components: course work; supervised fieldwork and advisement; and a culminating integrative activity. There are four academic terms: Fall, Spring, Summer 1, and Summer 2.

Course Work

Courses provide students with the opportunity to engage in readings, discussions, and experiences that address enduring and current aspects of education. The course work in all programs emphasizes human development and its variations; the historical, philosophical, and social foundations of education; and curriculum and inquiry. Through a variety of intellectual and experiential means, students acquire understanding of the role of education in promoting appreciation of human diversity. Course instructors challenge students through assignments, problem-solving tasks, and models of active learning.

Graduate courses are generally held during weekday evenings (Monday through Thursday), from 4:45 p.m. to 6:45 p.m. and from 7:00 p.m. to 9:00 p.m. In the Summer 1 term, courses are generally held between the hours of 5:00 p.m. and 9:00 p.m. In the Summer 2 term, courses are offered during the day as well as in the evening. Courses designed for the Museum Education, Museum Leadership, and summer master's programs follow a different timetable.

Supervised Fieldwork/Advisement

One component of a Bank Street education, unique to this College, is supervised fieldwork/advisement (SFW/A), a multifaceted process which enables students to integrate the study of theory with practice. This may include work as an educational leader, museum intern, or Child Life specialist.

During the period of supervised fieldwork/advisement, the advisor visits the student in fieldwork settings for half-days at least once a month. If the student is a student teacher, assistant teacher, or teaching intern, advisors also work closely with the cooperating classroom teacher. In addition, the advisor and student meet twice monthly for in-depth consultative meetings.

In addition to meeting individually, the advisor and his or her students (usually a group of six or seven) meet together weekly. This "conference group" provides a setting in which students collaborate with fellow learners as they explore the challenging issues that face them as educators in their field placements. Throughout this crucial time of supervision, an advisor supports and encourages each student to develop his or her professional capacity. Through individual and group meetings, students learn more about their practice while being supported by others, and they gain perspective and reflective insight into their own teach-



ing. They learn to apply material from course work to their practice, and to reflect on this process. Students are expected to participate as responsible professionals in all facets of supervised fieldwork/advisement.

Some programs have a different structure for supervised fieldwork/advisement: Leadership in Mathematics Education, Early Childhood Leadership, Leadership in the Arts, Leadership in Museum Education, some Special Education programs, and the Principals Institute. Some Teach for America students also have a different fieldwork configuration. See individual program listings for the description of their respective supervised fieldwork/advisement structures.

Supervised Fieldwork/Advisement Options for Students in General, Special, and/or Dual Language/Bilingual Programs

Graduate students in general education, special and general education, or dual language/bilingual education programs may choose to do supervised fieldwork/advisement as student teachers, assistant teachers, or head teachers. Students in the Early Childhood or Childhood General Education programs may also be eligible for a limited number of internships. In addition to the supervised fieldwork/advisement semester(s), many programs leading to state certification require additional supervised experiences during the summer terms or during the school year. See individual program descriptions for details. An explanation of the differences among the fieldwork options follows.

Student Teachers

Student teachers are typically placed in three to four different public and independent school sites over the course of the supervised fieldwork/advisement year. Students, advisors, and the program director discuss placements, and decisions are made based on the availability of placements with consideration for the student's professional needs and interests. Typically, the student teaching schedule requires three full days per week (unpaid); however, in some cases, other scheduling arrangements equivalent to three full days are made.

Assistant Teachers

Assistant teachers are employed by a school five days a week and are responsible for obtaining their own positions, which must be approved by the Bank Street program director as a supervised fieldwork setting appropriate to their program. The supervised fieldwork/advisement process entails collaboration among the graduate faculty advisor, assistant teacher, and head teacher. During the fieldwork/advisement year or over the following summer, assistants expand their supervised experiences to include diverse student populations and school environments by taking EDUC 991, a one-credit course.

Working Teachers

Individuals who are head teachers in public or independent schools may be supervised in their own classrooms upon the Graduate School's approval of the school site or center. Since the teacher's own classroom is the training site during supervised fieldwork and the faculty advisor will be making regular visits, the school principal/director must approve of the teacher's participation in the program. The principal/director also needs to be aware that the teacher's instructional approaches and curriculum in the class may change as the result of the advisement process. The faculty advisor and the program director communicate with the school administration as appropriate. If necessary, head teachers may expand their supervised experiences to include diverse populations and school environments by taking EDUC 991, a one-credit course.

Interns

(internships available only to students in Early Childhood General Education or Childhood General Education)

Each year, some placements are available for interns who will work with children in classrooms four full days a week. The internships carry a stipend. Interns are hired as faculty members in independent schools associated with Bank Street College, including Manhattan Country School, City and Country School, the Trevor Day School, and Columbia Greenhouse Nursery School. Interns have a total of two placements over the course of the year, most often in the same school, at two different age levels. A few interns have the opportunity to spend one semester interning in a New York City public school. During the fieldwork/advisement year or over the following summer, interns expand their supervised experiences to include diverse student populations and school environments by taking EDUC 991, a one-credit course. For further information, contact Stan Chu at 212-875-4499.

Internship Certificate Credential

The Internship Certificate Credential is a temporary New York State teacher certification that allows a graduate student who has completed at least 1/2 of the credits required for the master's degree program to teach in a New York City public school. Students must be matriculated in a program that leads to certification and be in good standing. The individual must also have a written job offer

from a particular school for a job in the same certification area as the degree program in which the student is enrolled. The Internship Certificate is limited to a particular school and lasts up to two years. Bank Street faculty serve as mentors to graduate students teaching under the Internship Certificate. For further information, contact the program director.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project (IMP). As the culminating component of a student's degree requirements, it is expected to be a significant, academically rigorous body of work that integrates many facets of the student's experiences at Bank Street and in the field and applies theoretical knowledge to students' current and future work as educators and educational leaders. Most programs allow students to choose either an Independent Study, a Portfolio, or one of the three new one-semester options described briefly below. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street. Further information on each of these options is available online at www.bankstreet.edu/gs/integrative-mastersproject.html.

Starting in September 2008, the former Directed Essay, completed independently without a mentor, will be replaced by the new Mentored Directed Essay. Students who register for this option will be assigned a mentor by program faculty and will meet with their mentor in person or via phone/email four times during the semester. The completed essay will be read by the mentor. Directed Essay questions for each program are posted on my.bankstreet.edu.

Starting in September 2008, two new one-semester peer group options will be available to students: Site-Based Inquiry and Collaborative Student-Faculty Inquiry. In both options, a faculty mentor will work with a small group of 4-6 students, meeting four times during a semester to define and carry out a small-scale site-based research study. Students electing to do a Site-Based Inquiry will define the focus of their individual inquiry. For the Collaborative Student-Faculty Inquiry, the faculty mentor chooses the group topic within which students identify a specific area of focus. Students will register online for all three of these new one-semester options. Faculty mentors and meeting schedules for the two inquiry options as well as specific topics for the Collaborative Student-Faculty Inquiry will be posted before registration begins each semester.

For students in selected Educational Leadership Programs, the Leadership Professional Seminar is the culminating activity. Because of culminating work at Hunter, students in the Infancy Dual Degree with Hunter College (p. 18) are exempt from the Integrative Master's Project requirement.