

“ Bank Street provided me with an excellent preparation for teaching as well as a wonderful opportunity to learn more about myself, including how I learn best, how previous experiences have affected me, and what I can and do bring to the classroom. It is also an extremely supportive environment, and the small Supervised Fieldwork conference groups as well as the opportunity to work with distinguished faculty on an independent study project set Bank Street apart from other institutions. ”

Ginna, Early Childhood and
Childhood General Education



“ 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 individual meetings, 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 teaching. 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 must have had some previous work with children in structured settings, such as community-based centers or the Peace Corps, or as student teachers in undergraduate education programs. 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.

Integrative Master's Project

Bank Street degree programs require students to complete an Integrative Master's Project. 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 a Directed Essay, an Independent Study, or a Portfolio.

The Guide to the Integrative Master's Project helps students understand these three options and aids students in completing the activity they select. *The Guide* is available from the Graduate Suite, from the Registrar's Office, or online: www.bankstreet.edu/gs/integrativemastersproject.html. Students are encouraged to discuss their choices with their advisors early in their studies at Bank Street.

For students in selected Educational Leadership programs, the 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.

“ A Bank Street education provides you with all of the tools you will need to become a thoughtful and dynamic educator. The child-centered philosophy that is practiced at Bank Street will help you develop innovative curricula that are meaningful for all students. A close-knit conference group will further your growth in a supportive environment. ”

Anne, Childhood General Education