Why Bank Street?

Bank Street's Graduate School of Education prepares students to thrive in real-world settings as educators who make a difference. To measure the competency of our graduates, the Stanford Center for Opportunity Policy in Education (SCOPE) conducted a multi-year study examining the outcomes of Bank Street's teacher education program. Titled Teaching for a Changing World: The Graduates of Bank Street College of Education, the study explored the instructional practices of program graduates and their influence on students' learning upon graduation.

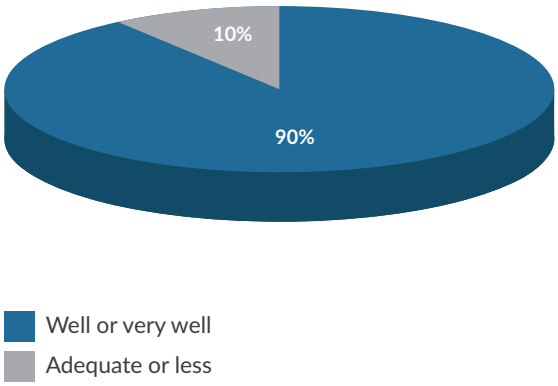
According to the study, Bank Street graduates:

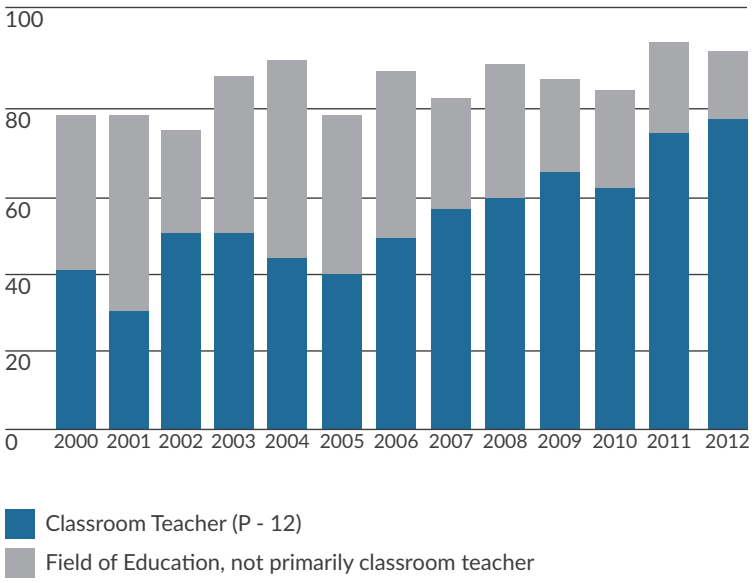
Improve Student Learning.

Bank Street graduates with more than two years of teaching experience demonstrated greater value-added to student test scores in English language arts than other experienced teachers in New York City.



Overwhelmingly, 90% of employers say Bank Street graduates are "well" or "very well" prepared as teachers.

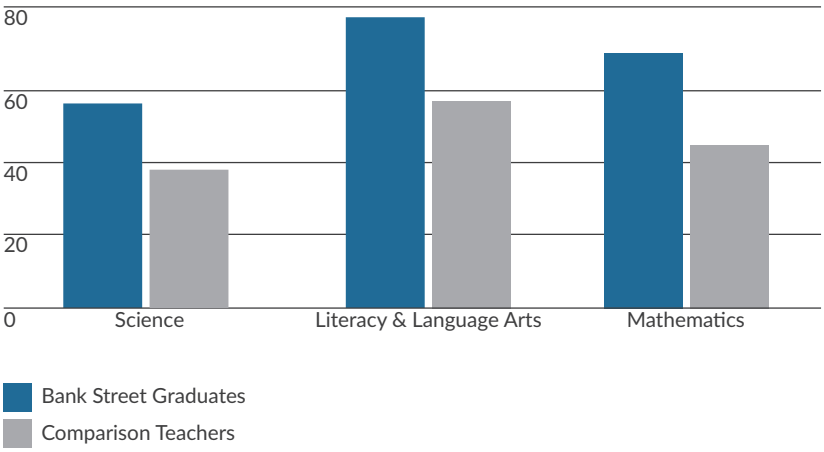




Stay in Education.

Bank Street graduates enter and remain in the field of education at high rates, with 87% remaining in the field of education and 57% reporting that they are working as a P-12 classroom teacher (across a survey of one dozen years).





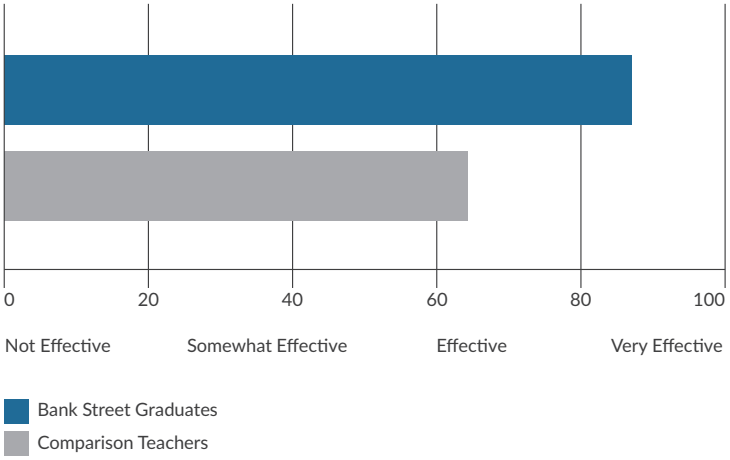
Express Confidence.

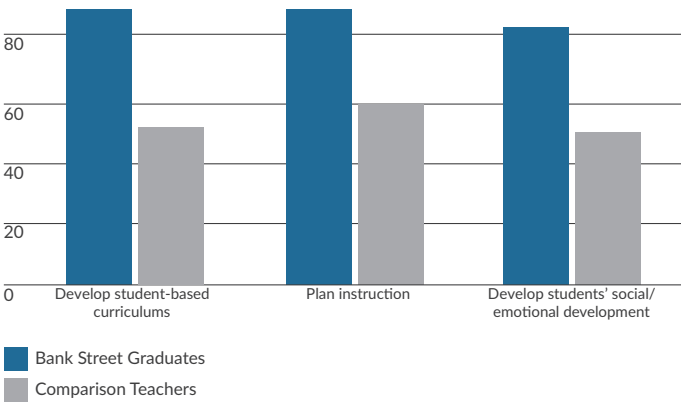
Bank Street graduates report higher confidence in content area preparation than peers from other graduate schools: an 18% advantage in science, a 20% advantage in English language and literacy, and a 23% advantage in math.

Are Prepared.

87% of Bank Street graduates feel their teacher preparation program was "effective" or "very effective" vs. 66% of comparison teachers.







Understand Quality Instruction.

Bank Street graduates were significantly more likely than comparison teachers to report they were "well" or "very well" prepared to develop curriculum that builds on students' experiences, interests, and abilities (86% vs. 54%), use knowledge of learning, subject matter, curriculum, and student development to plan instruction (86% vs. 60%), and develop a classroom environment that promotes socio-emotional development and questioning and discussion skills (83% vs. 51%).

Bank Street College of Education

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