

Bank Street College

Bank Street College is a small, vibrant institution, organized into three main programmatic divisions: the Graduate School of Education, Children's Programs, and the Division of Continuing Education. All three of the programmatic divisions share a common sense of purpose:

Mission Statement

The mission of Bank Street College is to improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we 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. We see in education the opportunity to build a better society.

The Graduate School is grounded in a learner-centered approach that is also exemplified in our Children's Programs. Our master's degree programs closely coordinate academic work with field-based practice, preparing students for various roles as educators and leaders in schools and other educational settings with populations ranging from infants to middle school students. In addition to preparing teachers for the classroom and leaders for schools, Bank Street prepares educators for other centers of learning, including museums and Child Life centers in hospitals.

Some graduate students come to Bank Street having just finished undergraduate study; some have worked as teachers for several years; some are moving from teaching to leadership; and some are making a career change into the teaching profession. In 2009-2010, more than 1,000 graduate students enrolled; over one-quarter of the students were African American, Hispanic, Asian, or Native American. The faculty of the Graduate School are scholars and practitioners, researchers, and teachers. Their work with Bank Street graduate students is their first concern.

Children's Programs includes the School for Children—a highly respected, innovative independent school for children aged three to thirteen—and the Family Center for infants and toddlers. Many graduate students work alongside the School's and the Center's excellent faculty as student teachers, assistant teachers, and interns. Several of the School for Children faculty teach courses in the Graduate School. This interaction between divisions allows students to participate in the educational process they learn about in their courses.

The Division of Continuing Education provides outreach and professional development to schools, districts, and other agencies. The Division links the College to communities on both local and national levels through direct service programs, staff development, courses for professionals, technical assistance to other agencies and national groups launching pilot projects, research, and advocacy. This division offers the College's continuing education courses through Continuing Professional Studies. These graduate level short-format weekend courses are available either with or without credit for teachers, administrators, and others who work with children and youth.

Bank Street College has a historical and philosophical commitment to encourage diversity in our student body, staff, and programs. As a matter of policy and as required by law, we do not discriminate in admissions decisions or in any educational program or activities on the basis of color, creed, ethnicity, disability, gender, age, marital status, or sexual preference.

Accreditations and Affiliations

The Graduate School of Education is accredited by the Regents Accreditation of Teacher Education (RATE) and by the Middle States Association of Colleges and Schools, and holds memberships in the Association of Independent Colleges and Universities of the State of New York, the Council of Higher Educational Institutions in New York City, the American Association of Colleges for Teacher Education, and the American Council on Education. The College is chartered by the Board of Regents of the State of New York.

The Graduate School

For more than ninety years, Bank Street College of Education has been a leader in progressive, child-centered education. The Graduate School provides outstanding master's degree programs that blend theory with practice through close integration of academic study and field-based experiences. These programs prepare adults for professional work in schools, museums, hospitals, community organizations, and/or public service.

The Bank Street Approach

Bank Street's creative approach to teaching and learning recognizes that children learn best when they are actively engaged with materials, ideas, and people. Using this approach, Bank Street teachers encourage children to be curious, love learning, be respectful and tolerant of human differences, engage with the world around them, and prepare to lead lives of consequence.

Referred to as either "the Bank Street approach" or the "developmental-interaction approach," our educational philosophy begins with sound developmental principles and learning through experience. It sees the teacher as one who facilitates learning, develops clear educational objectives, and encourages learning through discovery and thoughtful engagement.



We strive to foster children's development in the broadest sense by providing diverse opportunities for physical, social, emotional, and cognitive growth. We respect children as active learners, experimenters, explorers, and artists. We understand that children do not all learn at the same rate or in the same way. We also understand that learning is social, and that children learn in interaction with their environment. Finally, we believe that the Bank Street approach leads to a lifetime of learning.

Through its innovative programs, unique philosophy, and commitment to quality education for all, Bank Street continues to influence thousands of children, youth, parents, and educators throughout the United States and abroad.

Graduate Study at Bank Street

Graduate students enroll each term at Bank Street either as matriculated students, which means they have applied to and been accepted into a degree- or certificate-granting program, or as nonmatriculated students, taking courses in the Graduate School of Education but not enrolled in a degree program. Individuals with bachelor's degrees are welcome to come and take courses as nonmatriculated students. Degree programs lead to the Master of Science (M.S.), Master of Science in Education (M.S.Ed.), or the advanced Master of Education (Ed.M.).

All programs are registered with the New York State Department of Education, and most lead to New York State certification. Please refer to the section on New York State certification (page 127), and to the detailed program descriptions for additional certification information and prerequisites. Some minor revisions in a few programs are pending New York State Department of Education approval.

“Bank Street offers a nice balance between theory and practical knowledge that is important for working with children. It is refreshing that the same principles and philosophies Bank Street was founded with are important in the classes and programs today. It is a timeless philosophy that is the foundation for effective teaching.”

Jennifer, Advanced Literacy Specialization

“ Bank Street College provided me with an extremely supportive, nurturing environment to share my ideas, personal stories and developing education philosophies. Whether speaking to a fellow student, instructor or administrator I knew that my thoughts were valued and understood. This was important to me as a career changer who was new to education. ”

Dana, Childhood General Education

“ Bank Street has taught me how to closely observe each child to individualize education. I may not have fit into the original mold of school that I grew up in, but I can help create a new mold that fits all children. The founder of Bank Street Lucy Sprague Mitchell writes that, ‘Our work is based on the faith that human beings can improve the society they have created.’ It is up to us as educators to continue to act out this philosophy. ”

Eileen, Infant and Family Development and Early Intervention/
Early Childhood Special and 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

All graduate programs include three components: course work; supervised fieldwork/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 pm to 6:45 pm and from 7:00 pm to 9:00 pm. In the Summer 1 term, courses are generally held between the hours of 5:30 pm and 9:00 pm. 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-residency 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 a teacher, an educational leader, a museum intern, or a 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 prac-

tice as teachers or leaders. 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, including most Educational Leadership programs and some Special Education programs, have a different structure for supervised fieldwork/advisement. Fieldwork for some Teacher for America students may also be configured differently. 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 the student's 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 in General Education programs expand their supervised experiences to include other age groups and diverse student populations and school environments by taking EDUC 991, a one-credit course.

Museum Education Programs

Overview

The Museum Education programs prepare individuals to be museum educators and/or classroom teachers. The programs emphasize the educational role and mission of museums in a pluralistic society by providing a sound foundation in human development, learning theories, developing school curricula, and museum policy and practice. Faculty are drawn from both teaching and museum backgrounds and include working museum professionals.

The programs take advantage of the city's rich cultural resources. Core experiences include frequent visits to museums, meetings with museum staff, and the development of museum-based projects. Aesthetic education experiences in visual and performing arts are planned collaboratively with the Lincoln Center Institute as an integral part of museum education courses. Students learn to bring the full richness of museum collections, programs, and resources to children in their schools, with their families, and within their communities. All courses stress a learner-centered, integrated, experiential approach to learning for children of diverse backgrounds, abilities, and ages (elementary through middle school). Special attention will be paid to learning to work in urban settings and to collaboration with fellow educators, parents, and community-based organizations. In teacher education courses, students learn about child development and its variations and curriculum development in all subject areas.

Students choose from among three Museum Education programs: a 42-credit noncertification program; a 47-credit program that leads to certification in Childhood General Education (grades 1 through 6); or a 50- to 53-credit program that leads to certification in Middle Childhood Education (grades 5 through 9). See the detailed program descriptions on the following pages.

Graduates currently work in museums of all kinds—art, history, science, and children's museums. Others teach in elementary or middle school classrooms, coordinate school/museum partnerships, and work in a wide variety of related settings such as arts in education programs, colleges, theatres, arts councils, and museum consulting firms.

Supervised Fieldwork/Advisement

Supervised Fieldwork/Advisement, taken concurrently with course work, extends across one academic year, with three full days required each week. In the fall, students are placed in two contrasting school settings, where they work with two age groups, for nine weeks apiece. Part of the

student teaching work in these settings involves the planning and implementation of a museum visit and its integration into the classroom curriculum. The supervised fieldwork setting for the spring semester is a museum, where the student develops and teaches programs for a variety of ages, and may also engage in a special project. See page 12 for a full description of supervised fieldwork/advisement.

Program Design

In each of the Museum Education programs, students can take the museum education courses either before or during their year of supervised fieldwork/advisement. These courses are offered as a planned sequence during September through May, and meet during the day to accommodate numerous class visits to museums. General teacher education courses are offered in the evenings during the Fall, Spring, and Summer 1 terms, and in the day and evening during Summer 2. Students are advised to take a minimum of two courses preceding the year of supervised fieldwork/advisement.

Museum Education (noncertification) can be completed in a minimum of three academic semesters (fall, spring, fall) and one summer. We recommend that students begin in the summer preceding the year of supervised fieldwork/advisement. Students are advised to take a minimum of two courses preceding the year of supervised fieldwork/advisement.

Museum Education: Childhood can be completed in a minimum of two summers and three academic semesters. Students should take a minimum of two general teacher education courses before their year of supervised fieldwork/advisement. Students can complete their supervised fieldwork/advisement in the first or second year of the program.

Museum Education: Middle Childhood can be completed in two summers and two academic years. Students can complete their supervised fieldwork/advisement in the first or second year of the program. Students should take a minimum of two courses before their year of supervised fieldwork/advisement.

Integrative Master's Project

Graduates of all programs must complete an Integrative Master's Project. See page 13 for a full description of the available options or visit the Web site: www.bankstreet.edu/gs/integrativemastersproject.html. Detailed information is available to current students on my.bankstreet.edu.

“The relationships that I’ve build with colleagues sustain me now! I remember the beginnings of these friendships in Bank Street Classrooms.”

David, Museum Education Childhood

Museum Education (noncertification)

Nina Jensen, Director: 212-875-4491

42 Credits

Master of Science in Education (M.S.Ed.)

This program is designed for individuals preparing for a career in museum education but not seeking certification as a classroom teacher.

Admissions Requirements

Through undergraduate training or work experience, most applicants to the Museum Education program have a strong background in a museum discipline such as anthropology, art history, fine arts, history, or science.

Certification

This program does not lead to certification.

Course Requirements *Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.*

EDUC 500	Child Development	3
or EDUC 501	Child Development and Variations with a Focus on Middle Childhood (Grades 5-9)	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper Elementary and Middle School Years)	3
EDUC 518	Museum/School Curriculum Development	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 552	Special Study: Integrated Environment of the Hudson River	3
or EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisites: EDUC 500 or EDUC 800 or permission of instructor]	3
or EDUC 809	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording with a Focus on the Upper Elementary Child [Prerequisite: EDUC 501 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	3 – 4
EDUC 982	Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
	Integrative Master's Project (see page 13 for full description)	0
TOTAL CREDITS		42

Museum Education: Childhood

Nina Jensen, Director: 212-875-4491

47 Credits

Master of Science in Education (M.S.Ed.)

This program prepares individuals for two professional roles: that of a museum educator knowledgeable about children and schools; and that of a classroom teacher in grades 1 through 6, skilled in making effective use of museum resources.

While doing supervised fieldwork/advisement/student teaching, students in this program must be placed as student teachers.

Admissions Requirements

Applicants to the Museum Education: Childhood program must have a strong background in liberal arts and sciences. Most applicants have majored in anthropology, art history, fine arts, history, or science.

Certification

This program leads to initial and professional New York State certification in Childhood General Education (grades 1 through 6). Completion of the two New York State mandated workshops in Child Abuse Identification and in School Violence Prevention is a requirement of this program.

Course Requirements *Note: These courses are listed in numerical order only and do not indicate a suggested sequence. Course selection and sequencing is planned in consultation with program director or advisor.*

EDUC 500	Child Development	3
or EDUC 800	Social Worlds of Childhood [Prerequisite: EDUC 500 or EDUC 501 or permission of instructor]	3
EDUC 505	Language Acquisition and Learning in a Linguistically Diverse Society	2
EDUC 510	Curriculum in Early Childhood Education (Grades N – 3)	3
or EDUC 511	Curriculum Development through Social Studies (Elementary and Middle School)	3
or EDUC 513	Social Studies as the Core of the Integrated Curriculum for Children with Special Needs (Grades 1 – 6)	3
or EDUC 514	Curriculum in Early Childhood Education: Developing Learning Environments and Experiences for Children of Diverse Backgrounds and Abilities	3
or EDUC 517	Geography in the Social Studies Curriculum (Upper Elementary and Middle School Years)	3
EDUC 518	Museum/School Curriculum Development	3
EDUC 533	Seminar in Museum Education I	2
EDUC 535	Science for Teachers (Grades N – 6)	2
or EDUC 551	Science Inquiry for Children in the Natural Environment	3
or EDUC 590	Arts Workshop for Teachers (Grades N – 6)	2
or EDUC 591	Music and Movement: Multicultural and Developmental Approaches in Diverse and Inclusive Settings (Grades N – 6)	2
EDUC 540	Mathematics for Teachers in Diverse and Inclusive Educational Settings (Grades N – 6)	2
EDUC 563	The Teaching of Reading, Writing, and Language Arts (Grades K – 3)	3
or EDUC 568	Teaching Literacy in the Elementary Grades (Grades 2 – 6)	3
EDUC 564	Language, Literature, and Emergent Literacy (A Focus on Grades N – 3)	3
or EDUC 565	Children's Literature in a Balanced Reading Program (A Focus on Grades 3 – 8)	3
EDUC 614	Exhibition Development and Evaluation	2
EDUC 616	Introduction to Research Practice in Museum Education	2
EDUC 803	Developmental Variations [Prerequisite: EDUC 500 or EDUC 501 or EDUC 800 or permission of instructor]	2
EDUC 808	The Study of Children in Diverse and Inclusive Educational Settings through Observation and Recording [Prerequisite: EDUC 500 or EDUC 800 or permission of instructor]	3
EDUC 815	Seminar in Museum Education II [Prerequisite: EDUC 533]	2
	Elective credits as needed to complete the requirements of the program	0 – 1
EDUC 980	Childhood General and Museum Education Supervised Fieldwork/Student Teaching/Museum Internship/Advisement	12
EDUC 990	Extended Field Experiences with Diverse Learners (for students completing fieldwork as student teachers)	0
	Integrative Master's Project (see page 13 for full description)	0

TOTAL CREDITS

47