



Association for **Advancing**  
**Quality** in Educator Preparation

## AAQEP Annual Report for 2025

Provider/Program Name:	Teachers College Columbia University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2028

## PART I: Publicly Available Program Performance and Candidate Achievement Data

### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Steeped in the philosophy of John Dewey and framed by a progressive tradition, educator preparation programs at Teachers College emphasize student-centered practices and the social construction of knowledge, and conceive of teaching as complex professional activities necessarily embedded in particular moral, political, historical, economic, and cultural contexts. Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of educator preparation programs at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators, and others). This vision is based on three shared philosophical stances--inquiry, curriculum, and social justice--that underlie and infuse the work we do:

- Inquiry Stance: We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.
- Curriculum Stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.
- Social Justice Stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

Teachers College programs preparing educators for preK-12 schools ensure that candidates have the knowledge, skills, and dispositions required for effective teaching. We aim, therefore, to prepare educators to understand educational practice as a recursive process of learning/inquiry; to conceive of themselves as curriculum developers and each of their decisions as curriculum; and to conceive of their work as vital to working toward socially just schooling in a diverse, pluralistic, democratic society. The integration of academic courses and intensive clinical experiences provide candidates with a strong foundation for their educational practice.

#### Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.tc.columbia.edu/oaa/accreditation/aaqep/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled: Fall 2025 Enrollment	Number of Completers 2024-2025
<i>Programs that lead to initial teaching credentials</i>			

See following tables below			
	Total for programs that lead to initial credentials	447	167
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
See following tables below			
	Total for programs that lead to additional/advanced credentials for already-licensed educators	162	86
<b><i>Programs that lead to P-12 leader credentials</i></b>			
See following tables below			
	Total for programs that lead to P-12 leader credentials	67	43
<b><i>Programs that lead to credentials for specialized professionals or to no specific credential</i></b>			
See following tables below			
	Total for programs that lead to specialized professional or no specific credentials	122	53
TOTAL enrollment and productivity for all programs			
		798	349
Unduplicated total of all program candidates and completers			
		798	349

## Initial Teaching Programs 2025

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
Applied Behavior Analysis	MA-ABAS	E CHLDHD BIRTH-2 INIT/PRF SP ED BIRTH-2 INIT/PRF CHILDHOOD 1-6 INIT/PRF SP ED 1-6 INIT/PRF	DUAL	37	9
Art Education	MA-ARTE	VISUAL ARTS INIT/PRF	INIT	34	14

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
Bilingual Education	MA-BILC	CHILDHOOD 1-6 INIT/PRF BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF EARTH SC 7-9 EXT INIT/PRF PHYSICS 7-9 EXT INIT/PRF MATH 7-9 EXT INIT/PRF SOC STU 7-9 EXT INIT/PRF ENGLISH 7-9 EXT INIT/PRF FRENCH 7-9 EXT INIT/PRF GERMAN 7-9 EXT INIT/PRF ITALIAN 7-9 EXT INIT/PRF RUSSIAN 7-9 EXT INIT/PRF SPANISH 7-9 EXT INIT/PRF BILNG/TCHR EXT INIT/PRF CHINESE 7-9 EXT INIT/PRF GENERALIST 5-9 INIT/PRF SP ED 1-6 INIT/PRF	DUAL	23	12
	MA-BILC	CHILDHOOD 1-6 INIT/PRF BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF EARTH SC 7-9 EXT INIT/PRF PHYSICS 7-9 EXT INIT/PRF MATH 7-9 EXT INIT/PRF SOC STU 7-9 EXT INIT/PRF ENGLISH 7-9 EXT INIT/PRF FRENCH 7-9 EXT INIT/PRF GERMAN 7-9 EXT INIT/PRF ITALIAN 7-9 EXT INIT/PRF RUSSIAN 7-9 EXT INIT/PRF SPANISH 7-9 EXT INIT/PRF	TRAN	1	1

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
		BILNG/TCHR EXT INIT/PRF CHINESE 7-9 EXT INIT/PRF GENERALIST 5-9 INIT/PRF			
	MA-BILG	BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF CHILDHOOD 1-6 INIT/PRF BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF EARTH SC 7-9 EXT INIT/PRF PHYSICS 7-9 EXT INIT/PRF MATH 7-9 EXT INIT/PRF SOC STU 7-9 EXT INIT/PRF ENGLISH 7-9 EXT INIT/PRF FRENCH 7-9 EXT INIT/PRF GERMAN 7-9 EXT INIT/PRF ITALIAN 7-9 EXT INIT/PRF RUSSIAN 7-9 EXT INIT/PRF SPANISH 7-9 EXT INIT/PRF CHINESE 7-9 EXT INIT/PRF BILNG/TCHR EXT INIT/PRF GENERALIST 5-9 INIT/PRF	INIT	0	0
	MA-BILS	CHILDHOOD 1-6 INIT/PRF BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF EARTH SC 7-9 EXT INIT/PRF PHYSICS 7-9 EXT INIT/PRF MATH 7-9 EXT INIT/PRF SOC STU 7-9 EXT INIT/PRF ENGLISH 7-9 EXT INIT/PRF FRENCH 7-9 EXT INIT/PRF	DUAL	6	5

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
		GERMAN 7-9 EXT INIT/PRF ITALIAN 7-9 EXT INIT/PRF RUSSIAN 7-9 EXT INIT/PRF SPANISH 7-9 EXT INIT/PRF BILNG/TCHR EXT INIT/PRF SP ED 1-6 INIT/PRF CHINESE 7-9 EXT INIT/PRF GENERALIST 5-9 INIT/PRF			
Deaf and Hard of Hearing	ME-DHAE	DEAF/HRD HRNG INIT/PRF ENGLISH 7-12 INIT/PRF BIOLOGY 7-12 INIT/PRF CHEMISTRY 7-12 INIT/PRF EARTH SCI 7-12 INIT/PRF PHYSICS 7-12 INIT/PRF MATHEMATICS 7-12 INIT/PRF SOCIAL STUD 7-12 INIT/PRF	DUAL	0	0
	ME-DHCI	DEAF/HRD HRNG INIT/PRF CHILDHOOD 1-6 INIT/PRF	DUAL	0	0
	MA-DHEA	DEAF/HRD HRNG INIT/PRF	INIT	14	6
	ME-DHEI	DEAF/HRD HRNG INIT/PRF E CHLDHD BIRTH-2 INIT/PRF	DUAL	0	0
	ME-DHRI	DEAF/HRD HRNG INIT/PRF LITERACY 5-12 INIT/PRF LITERACY BIRTH-6 INIT/PRF	DUAL	0	0
Early Childhood Education	MA-ECED	E CHLDHD BIRTH-2 INIT/PRF BILNG/TCHR EXT INIT/PRF	INIT, INEX	28	11
	MA-ECSE	E CHLDHD BIRTH-2 INIT/PRF SP ED BIRTH-2 INIT/PRF	DUAL, DUEX	34	8

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
		BILNG/TCHR EXT INIT/PRF			
	MA-ECSE	SP ED BIRTH-2 INIT/PRF BILNG/TCHR EXT INIT/PRF	INIT, INEX	0	0
	MA-ECSE	E CHLDHD BIRTH-2 INIT/PRF SP ED BIRTH-2 INIT/PRF	TRAN	0	0
Elementary Inclusive Education	MA-ELEM	CHILDHOOD 1-6 INIT/PRF SP ED 1-6 INIT/PRF	DUAL	48	10
	MA-ELEM	CHILDHOOD 1-6 INIT/PRF BIOLOGY 7-9 EXT INIT/PRF CHEM 7-9 EXT INIT/PRF EARTH SC 7-9 EXT INIT/PRF PHYSICS 7-9 EXT INIT/PRF MATH 7-9 EXT INIT/PRF SOC STU 7-9 EXT INIT/PRF ENGLISH 7-9 EXT INIT/PRF FRENCH 7-9 EXT INIT/PRF GERMAN 7-9 EXT INIT/PRF ITALIAN 7-9 EXT INIT/PRF RUSSIAN 7-9 EXT INIT/PRF SPANISH 7-9 EXT INIT/PRF GIFTED ED EXT INIT/PRF	INIT	2	1
	MA-ELGF	GIFTED ED EXT INIT/PRF	DUAL	0	0
	MA-SIEE	SP ED 1-6 INIT/PRF	INIT	0	0
Intellectual Disabilities	MA-ITDA	SWD GENER 7-12 INIT/PRF	INIT	8	1
	ME-ITDC	CHILDHOOD 1-6 INIT/PRF SP ED 1-6 INIT/PRF	TRAN	1	0

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
	ME-ITDE	E CHLDHD BIRTH-2 INIT/PRF SP ED BIRTH-2 INIT/PRF	DUAL	6	2
	MA-ITDO	Special Education-Intellectual Disabilities and Autism MA All Grades	INIT	18	0
	ME-ITDS	SWD GENER 7-12 INIT/PRF	DUAL	14	5
	MULT		ANOT	1	0
Mathematics Education	MA-MATH	MATHEMATICS 7-12 INIT/PRF	INIT	17	16
	MA-MATH	MATHEMATICS 7-12 INIT/PRF	TRAN	1	0
Music Education	MA-MUSC	MUSIC INIT/PRF	INIT	21	0
Physical Education	MA-PHED	PHYS ED INIT/PRF	INIT	0	0
Science Education	MA-SCIB	BIOLOGY 7-12 INIT/PRF 5-6 EXT INIT/PRF	INIT	7	4
	MA-SCIC	CHEMISTRY 7-12 INIT/PRF	INIT	3	1
	MA-SCIE	EARTH SCI 7-12 INIT/PRF	INIT	3	0
	MA-SCIP	PHYSICS 7-12 INIT/PRF	INIT	6	2
	MA-SCIB	BIOLOGY 7-12 INIT/PRF 5-6 EXT INIT/PRF	TRAN	0	0
	MA-SCIC	CHEMISTRY 7-12 INIT/PRF 5-6 EXT INIT/PRF	TRAN	0	0
	MA-SCIE	EARTH SCI 7-12 INIT/PRF 5-6 EXT INIT/PRF	TRAN	0	0
	MA-SCIP	PHYSICS 7-12 INIT/PRF 5-6 EXT INIT/PRF	TRAN	0	0
Secondary Inclusive Education	MA-CUSE	SWD GENER 7-12 INIT/PRF	INIT	0	0

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
Teaching of English	MA-ENGL	ENGLISH 7-12 INIT/PRF	INIT	37	16
	MA-ENGL	ENGLISH 7-12 INIT/PRF	TRAN	0	1
Teaching of English / TESOL	MA-TSEN	ENGLISH 7-12 INIT/PRF ESOL INIT/PRF	DUAL	8	7
Teaching of Social Studies	MA-SSTE	SOCIAL STUD 7-12 INIT/PRF	INIT	35	28
	MA-SSTE	SOCIAL STUD 7-12 INIT/PRF	TRAN	4	0
TESOL	MA-TESL	ESOL INIT/PRF	INIT	28	6
	MA-TESL	ESOL INIT/PRF	TRAN	2	1
<b>Total: Initial Teaching Programs</b>				<b>447</b>	<b>167</b>

### Advanced Teaching Programs 2025

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
Art Education	MA-ARTE	VISUAL ARTS PROFSSNL	PROF	0	0
Communication Sciences	MS-CSDB	SPEECH/LNG DIS INITIAL BILNG/TCHR EXT INITIAL SPEECH-LANG PATH LIC QUAL	DUAL	68	36
	MS-CSDR	SPEECH/LNG DIS INITIAL SPEECH-LANG PATH LIC QUAL	INIT	55	26
	MS-CSDR	SPEECH/LNG DIS PROFSSNL SPEECH-LANG PATH LIC QUAL	PROF	0	0

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
Curriculum and Teaching	MA-CUED	CHILDHOOD 1-6 PROFSSNL	PROF	10	2
	MA-CUSD	ENGLISH 7-12 PROFSSNL MATHEMATICS 7-12 PROFSSNL SOCIAL STUD 7-12 PROFSSNL BIOLOGY 7-12 PROFSSNL CHEMISTRY 7-12 PROFSSNL EARTH SCI 7-12 PROFSSNL PHYSICS 7-12 PROFSSNL	PROF	1	2
Literacy Specialist	MA-LITI	LITERACY BIRTH-6 INIT/PRF	INIT	9	10
Mathematics Education	MA-MATH	MATHEMATICS 7-12 PROFSSNL	PROF	2	0
Music Education	MA-MUSC	MUSIC PROFSSNL	PROF	0	0
Physical Education	MA-PHED	PHYS ED PROFSSNL	PROF	0	0
Reading Specialist	MA-READ	LITERACY BIRTH-6 INIT/PRF LITERACY 5-12 INIT/PRF	INIT	0	0
Teaching of English	MA-ENGL	ENGLISH 7-12 PROFSSNL	PROF	4	3
Teaching of Social Studies	MA-SSTE	SOCIAL STUD 7-12 PROFSSNL	PROF	3	2
Technology Specialist	MA-TETS	ED TECHNOL SPEC INIT/PRF	INIT	8	3
	MA-TETT	ED TECHNOL SPEC INIT/PRF	INIT	2	2
<b>Total: Advanced Teaching Programs</b>				<b>162</b>	<b>86</b>

### Other Educator Preparation Programs 2025

Program Name	Degree- Code	New York State Certification Title	Certification Code	Fall 2025 Enrollment	2024-2025 Program Completers
School Counseling	ME-COUB ME-COUS ME-COSN ME-COBN	SCHOOL COUNSELOR INIT/PRF	INIT	50	21
	ME-COUB ME-COUS ME-COSN ME-COBN	SCHOOL COUNSELOR INIT/PRF		0	0
School Psychology	PHD-SPSD	PSYCHOLOGIST LIC QUAL SCHOOL PSYCH PRV/PERM		20	9
	ME-SPSM	SCHOOL PSYCH PRV/PERM		52	23
Summer Principals Academy-NO	MA-ELPS ME-ELPS	Registered in State of Louisiana	INIT	0	8
Summer Principals Academy-NY	MA-ELBL ME-ELBL	SCH BUILDING LDR INIT/PRF	INIT	29	31
Urban Education Leaders	EDD-ELIQ	SCH DISTRICT LDR PROFSSNL	PROF	1	0
	EDD-ELUE	SCH DISTRICT LDR PROFSSNL	PROF	37	4
	EDD-ELDL	SCH DISTRICT LDR PROFSSNL	PROF	0	0
<b>Total: Other Educator Preparation Programs</b>				<b>189</b>	<b>96</b>

### **Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

<b>Added Programs:</b>			
<b>Program Name</b>	<b>Degree- Code</b>	<b>New York State Certification Title</b>	<b>Certification Code</b>
Intellectual Disabilities	MA-ITDO	Special Education-Intellectual Disabilities and Autism MA All Grades	INIT

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

<b>A. Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
2024-2025 data:
<ul style="list-style-type: none"> <li>Initial Teaching Programs N=447</li> <li>Advanced Teaching Programs N=162</li> <li>Programs that lead to P-12 leader credentials N=67</li> <li>Programs that lead to specialized professional or no specific credentials N=122</li> <li>Total: 798</li> </ul>
<b>B. Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
2024-2025 data:
<ul style="list-style-type: none"> <li>Initial Teaching Programs N=167</li> <li>Advanced Teaching Programs N=86</li> <li>Programs that lead to P-12 leader credentials N=43</li> <li>Programs that lead to specialized professional or no specific credentials N=53</li> <li>Total: 349</li> </ul>
<b>C. Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
<ul style="list-style-type: none"> <li>New York State: Number of recommendations for certificate, license, or endorsement N=339</li> <li>New York State: Number of Unduplicated graduates N=365</li> </ul>

- Out of State: Number of recommendations for certificate, license, or endorsement N=12
- Out of State: Number of Unduplicated graduates N=12
- Total number of graduates who were recommended for one or more certificates N=124

**D. Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

- Initial Teaching Programs
  - Percent Completion in Time: 78%
  - Percent Completion in 150% Time: 89%
  - Cohort Size: 626
- Advanced Teaching Programs
  - Percent Completion in Time: 83%
  - Percent Completion in 150% Time: 93%
  - Cohort Size: 333
- Other Programs
  - Percent Completion in Time: 77%
  - Percent Completion in 150% Time: 88%
  - Cohort Size: 401

Each Program in the list was looked up for how many credits it required. This number was divided by 9 credits (term full-time requirement at Teachers College since Fall 2021) and rounded up. This was then multiplied by 1.5 and rounded up again to get the 150% number of terms.

Counting backward from Spring 2025, the number of Spring and Fall terms (not Summer because not everyone takes Summer classes) was counted backward to the 150% number of terms to get the last term someone could have started the program and still have the option of graduating within 150% full-time.

For example, a 32-credit program divided by 9 (full-time credits) rounded up is 4 terms, multiplied by 1.5 is 6 terms. For this 32-credit program, the last term that someone could have started the program and be included in the cohort was Fall of 2022.

We then went back 2 more years to get a multi-year cohort of students for comparison purposes. Once all of the students were selected, we checked if they had graduated within either the full-time or 150% full-time number of terms, using the two methods below.

- In Program/Concentration: These students had to graduate with the same degree/major/concentration they started the program with to count towards the graduation percentages.

- In Program Unit: These students had to graduate within the same Program Unit (eg. Deaf and Hard of Hearing Program Unit; a student, starting in DHAE, could graduate with any of the DHAE, DHCI, DHEA, DHEI, DHRI majors)

**E. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

<b>Educating All Students (EAS)</b>	<b>N Takers</b>	<b>N Passed</b>	<b>N Failed</b>	<b>Pass Rate</b>
2021-2022	127	127	0	100%
2022-2023	98	97	1	99%
2023-2024	91	88	3	97%
2024-2025	122	114	8	93%

<b>Content Specialty Test (Primary CST)</b>	<b>N Takers</b>	<b>N Passed</b>	<b>N Failed</b>	<b>Pass Rate</b>
2021-2022	135	134	1	99%
2022-2023	87	86	1	99%
2023-2024	82	80	2	98%
2024-2025	109	107	2	98%

**F. Explanation of evidence available from program completers**, with a characterization of findings.

In the Spring 2025 Graduate Exit Survey, completers were asked to rate their preparation in the following 19 learning outcome areas on a 5-point scale: (1) not at all; (2) minimally; (3) adequately; (4) well; (5) very well.

Learning Outcome:	<b>N</b>	<b>Mean</b>	<b>SD</b>
Understand your subject area(s) or discipline(s)	59	4.1	1.0
Understand how learners grow and develop	59	4.1	1.0
Use research or evidence to guide teaching	58	4.1	1.1
Use knowledge of national or state standards to plan instruction	59	3.9	1.1
Create developmentally appropriate AND challenging learning experiences	59	4.1	1.1
Adapt instruction for individual learners' strengths and needs	58	4.0	1.2
Use knowledge of learners' backgrounds to inform teaching	59	4.2	1.1
Integrate technology into teaching	59	3.8	1.2
Create a positive classroom environment	59	4.1	1.1
Engage learners in learning	59	4.0	1.1
Manage learner behavior	59	3.4	1.5

Assess learners' progress	59	3.9	1.2		
Use assessment to inform teaching	59	3.9	1.1		
Understand the expectations of the teaching profession	59	4.0	1.1		
Work with families and communities	59	3.7	1.3		
Advocate for learners and their families	57	3.8	1.3		
Address special learning needs with appropriate teaching strategies	59	3.9	1.2		
Teach in ways that support English Language Learners	59	3.7	1.2		
Include international and global content in your lessons	59	3.8	1.2		
<b>G. Explanation of evidence available from employers of program completers</b> , with a characterization of findings.					
No such data yet.					
<b>H. Explanation of how the program investigates employment rates for program completers</b> , with a characterization of findings.					
This section may also indicate rates of completers' ongoing education, e.g., graduate study.					
Post-graduation career outcomes were available for just over 36.4 % of AAQEP program graduates (n=129). Of these, 84 (65%) indicated having employment following graduation. Among those employed, 85% said that their job was at least somewhat related to their program of study, 79% saying that their employment was directly related.					
Of the respondents who indicated that they did not have employment, 77% said that they were in the process of looking for a job and 31% said that they were (also) pursuing additional education (respondents could select multiple options).					
Employment outcomes for 2024-25 graduates were captured via a two-phase process:					
<ul style="list-style-type: none"> <li>Phase 1 – In May 2025, the Graduate Exit Survey was administered to a list of students anticipated to have graduated in Summer 2024, Fall 2024, or Spring 2025. Respondents were asked whether or not they were employed; if not, respondents were asked to share their post-graduation plans: pursuing additional education, looking for a job, unsure, or other. They were also asked to what degree their post-graduation employment was related to their program of study (not related, somewhat related, or directly related).</li> <li>Phase 2 – In recognition that the hiring cycle for recent graduates can continue into the fall, a Follow-Up Survey was administered in October 2025 to graduates who (1) did not complete the Graduate Exit Survey, (2) did not respond to the employment item on the Graduate Exit Survey, or (3) previously indicated on the Graduate Exit Survey that they were not employed, with plans other than pursuing additional education (i.e. “looking”, “unsure”, “other”). Follow-up survey participants were asked whether or not they were employed at this time and, if not, their current plans: pursuing additional education, looking for a job, unsure, or other. In 2025, an effort was piloted to bolster the career outcome knowledge rate in coordination with TCNEXT, the College’s Career and Graduate Development office. Survey participation was incentivized with a raffle, and outreach was expanded to include</li> </ul>					

invitations sent to both alumni and personal email accounts, offering access to the survey during alumni networking and counselling events, and phone-banked reminders.

Data from Phases 1 and 2 were combined, retaining the most recent data for graduates who were captured in multiple phases. To remove any respondents who did not actually graduate, responses were checked against a file of the college's confirmed degrees awarded as of Spring 2025, frozen as of July 2025. (Awarded degrees for 2024-25 processed after the freeze date were also not included in this survey or analysis.)

Note: In both survey phases, invitees had the opportunity to self-identify and opt-out as non-graduates to account for a small but unspecified population of *en passant* degrees included in the list of degrees awarded; these opt-outs were filtered out of the reported response set.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

There are no immediate significant changes to staffing capacity in the educator preparation programs at Teachers College. However, in response to the trending decline in enrollment and revenue, the College has updated workload requirements that may impact educator preparation programs. "These teaching requirements allow an institution to ensure it has adequate staffing to instruct classes, ensure a measure of workload equity and consistency across faculty of a similar appointment type, and ensure the institution receives the revenue needed to balance the budget." The Teacher Education Policy Committee plans to undertake a study of program staffing patterns and course classifications and the effects the updated workload requirements may have on the educator preparation programs.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Student Teaching Evaluation	On a four-point scale: 1 (unacceptable), 2 (emerging), 3 (building), and 4 (refining); candidates are expected to perform at or above level 2 by the end of Student Teaching Placement 1, and at or above level 3 by the end of Student Teaching Placement 2.	A mean ratings of 2.0 and 3.0 are expected by the end of Placement 1 and Placement 2, respectively. In 2024-2025, by the end of Placement 1, candidates obtained higher than expected ratings; the mean ratings for 17 indicators ranged between 2.6 and 3.3 (n=189). At the end of Placement 2, candidates obtained expected or higher-than-expected ratings; the mean ratings for 17 indicators ranged between 3.0 and 3.5 (n=185).
NYS Teacher Certification Exams	NYS Teacher Certification Exams use scaled scores ranging from 400 to 600. A scaled score of 500 represents the Safety-Net Requirement, and a scaled score of 520 represents the Passing Requirement.	<p><b>The Educating All Students (EAS) Test:</b> The 2024-2025 completers received EAS scores ranging between 459 and 581, with a mean score of 539. Out of 122 takers, 114 passed on the first attempt, yielding an overall pass rate of 93%.</p> <p><b>Content Specialty Tests (CST):</b> The 2024-2025 completers received CST scores ranging between 513 and 598, with a mean score of 562. Out of 109 takers, 106 passed on the first attempt, yielding an overall pass rate of 97%.</p>
Admissions Review	On a four-point scale: 1 (no evidence), 2 (limited evidence), 3 (sufficient evidence), and 4 (strong evidence); candidates are expected to obtain a minimum rating of 3.0 (sufficient evidence) on two indicators of ' <i>Content core</i> ' as defined by New York state and ' <i>Commitment to teaching</i> '.	In 2024-2025, the candidates' overall mean rating was 3.3, which is at the expected minimum of 3.0 (for sufficient evidence). Candidates obtained mean ratings that ranged between 3.1 and 3.5 (n=92) on the two indicators aligned to AAQEP Standard 1.

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
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Student Teaching Evaluation	On a four-point scale: 1 (unacceptable), 2 (emerging), 3 (building), and 4 (refining); candidates are expected to perform at or above level 2 by the end of Student Teaching Placement 1, and at or above level 3 by the end of Student Teaching Placement 2.	A mean rating of 2.0 and 3.0 are expected by the end of Placement 1 and Placement 2, respectively. In 2024-2025, by the end of Placement 1, completers obtained higher than expected ratings; the mean ratings for 6 indicators ranged between 2.8 and 3.3 (n=191). At the end of Placement 2, completers obtained expected or higher-than-expected ratings; the mean ratings for 6 indicators ranged between 3.1 and 3.5 (n=184).
NYS Teacher Certification Exams	NYS Teacher Certification Exams use scaled scores ranging from 400 to 600. A scaled score of 500 represents the Safety-Net Requirement, and a scaled score of 520 represents the Passing Requirement.	<b>The Educating All Students (EAS) Test:</b> The 2024-2025 completers received EAS scores ranging between 459 and 581, with a mean score of 539. Out of 122 takers, 114 passed on the first attempt, yielding an overall pass rate of 93%.
TE Alumni Feedback Survey	The Alumni Feedback Survey's learning outcomes section uses a four-point scale: (1) not competent; (2) fairly competent; (3) sufficiently competent; (4) very competent. Completers are expected to self-report competence at or above 3.0.	In the 2025 Alumni Feedback Survey, completers' self-reported competence rating means ranged between 3.2 to 3.8, with a mean rating of 3.6 (n=14) on 13 indicators aligned to AAQEP Standard 2.
Education Leadership Alumni Feedback Survey	The Education Leadership Alumni Feedback Survey's learning outcomes section uses a four-point scale: (1) not competent; (2) fairly competent; (3) sufficiently competent; (4) very competent. Completers are expected to self-report competence at or above 3.0.	In the 2025 Alumni Feedback Survey, completers' self-reported competence rating means ranged from 3.6 to 3.9, with a mean rating of 3.7 (n=18) on 15 indicators aligned to AAQEP Standard 2.

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In 2024-2025, Teachers College educator preparation programs continued working on educating candidates while they are in the programs, supporting their transition to the workforce, offering professional development after graduation, and building partnerships with New York City Public Schools (NYCPS) and New York State Education Department (NYSED). Below are some of the highlights.

### **Preparing Teachers for NYC Public Schools**

***Empire State Residency Program:*** As reported last year, Teachers College was selected as one of the eight original partner IHEs on the Teacher Residency Program (TRP) grant from the New York State Department of Labor. In 2024-2025, the College enrolled its inaugural cohort of 15 residents hosted by 16 experienced mentor teachers. All residents were enrolled in dual certification programs, leading to two teacher certifications. Twelve residents completed coursework leading to certification in Childhood Education (Grades 1-6) and Students with Disabilities (all grades). Of the three secondary education residents, two prepared for certification in TESOL/English and one in TESOL/Social Studies. Many residents were offered teaching positions at their placement schools for the next year. All residents have committed to teaching in the New York City public schools for a minimum of two years post-graduation. The second 2025-2026 cohort includes 17 residents--11 elementary and 6 secondary. The Empire State Residency Partnership will continue for an additional two years (2026-2027 and 2027-2028). TC's Office of Teacher Education began recruitment of the third cohort of residents (Childhood/Special Education only) in October 2025.

***Teacher Opportunity Corps and Abby O'Neill Fellowship:*** In 2024-2025, the Teacher Opportunity Corps Program (TOCII) (24 candidates) and the Abby O'Neill Fellowship (10 candidates) continue to support teacher education candidates, many of whom would not be able to attend TC without this additional financial support. Candidates in both TOCII and those who receive the Abby O'Neill Fellowship are all committed to teaching in New York City Public Schools post-graduation (see program descriptions in our 2022 report).

### **Supporting Transition to Work**

***New Teacher Induction Project:*** In 2024-2025, the New Teacher Induction Project (NTI) funded by the New York Community Trust (see program description in our 2023 report) recruited 12 new TC graduates. All but one of the participants either hailed from underrepresented backgrounds or taught high-needs subjects such as special education and science. Additionally, 10 teachers returned for a second year of mentorship. As a result, NTI supported 22 teachers in the 2024-2025 year. Similar to last year, all NTI participants were offered one-on-one coaching, including classroom observation/in-person support, and professional development workshops which covered such topics as co-teaching relationships, lesson planning, robust and equitable assessments, resume building, and more. The workshops also included time for sharing and engaging in self care to support teachers' mental and emotional well-being. Mentors were able to join in these workshops to support their mentee cohorts as well.

### **Providing Professional Development**

**Digital Futures Institute:** Last year was the third year of the Teachers Supporting Teachers initiative, a collaboration between the Office of Teacher Education and the Digital Futures Institute, which invites K-12 educators to gather, reflect upon their instructional journey, and discover meaningful ways to infuse technology into everyday lessons and curricula. The focus of the 2024-2025 sessions was on AI in Education: how AI impacts classroom teaching, how to integrate it into the classroom in a meaningful way, and what issues educators face when tackling the topic of artificial intelligence.

**TC Academy:** In 2023-2024, Teachers College consolidated its non-credit and non-degree offerings into TC Academy, a dynamic hub for professional development, executive education, and lifelong learning. The Academy offers a comprehensive portfolio of programs designed to meet the evolving needs of K-12 educators, school leaders, and professionals across diverse educational sectors. The Academy's offerings span from targeted microcredentials and certificate programs specifically designed for K-12 practitioners to executive education intensives and pre-college initiatives that prepare students for success. Some of the offerings in 2024-2025 included courses on culturally responsive education, reading assessment and intervention, research-based literacy instruction, AI for K-12 classrooms, and democratizing schools and systems.

**Advancing Literacy:** Teachers College Advancing Literacy offers comprehensive professional development services to address the needs of preK-12 educators and their communities. Partner schools and districts can select from school-based professional development days, courses on research-based practices (such as supporting oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing instruction), school leadership conferences, as well as virtual or in-person institutes. Over the years, the project worked with over 48 school districts across the nation including over 130 schools across NYC and suburbs. In addition, the project offers many free resources, from videos to book lists to assessment tools, and partner schools can access additional materials.

### **Building Partnerships**

**Teachers College Community School:** Teachers College Community School (TCCS), Teachers College's university-assisted PreK-8 community school, is celebrating its fifteenth school year in 2025-2026. TCCS is an initiative with Teachers College, NYC Public Schools, and Columbia University. In fall 2025, Columbia University committed to continue its funding for TCCS for \$3.7M through the 2035-2036 school year. This will continue to cover the cost of supplementing fellowships and student employment for an annual average of 30 TC students to work at TCCS as music, Spanish, art, creative tech, philosophy, and robotics teachers. In addition, the funding also supplements literacy and math interventions, classroom assistance, and administrative support. Finally, an annual gift of \$150K is made to TCCS for the Principal's Discretionary Fund to help cover programming and special support for teachers, staff, and students.