AAQEP Annual Report for 2025

Provider/Program Name:	New York City College of Technology of the City University of New York, Education Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2030

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.

New York City College of Technology (NYCCT or City Tech) is a senior college in the City University of New York (CUNY), which is comprised of 25 campuses. CUNY is the third-largest university system in the United States in terms of enrollment. City Tech is an urban, commuter, public institution, serving a diverse student body. The college's mission statement and the mission of our educational programs follows:

New York City College of Technology is a baccalaureate and associate degree-granting institution committed to providing broad access to high quality technological and professional education for a diverse urban population. City Tech's distinctive emphasis on applied skills and place-based learning built upon a vibrant general education foundation equips students with both problem-solving skills and an understanding of the

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social contexts of technology that make its graduates competitive. A multi- disciplinary approach and creative collaboration are hallmarks of the academic programs. As a community City Tech nurtures an atmosphere of inclusion, respect, and open-mindedness in which all members can flourish.

The Career and Technical Teacher Education Program leads to a Bachelor of Science in Career and Technical Teacher Education, which fulfill the academic requirements of the Initial and Professional teaching certificates in Career and Technical Education. Graduates of the Career and Technical Teacher Education program are employed in a variety of settings including CTE programs in public high schools, private trade schools, Boards of Cooperative Education Services (BOCES), and industrial training programs.
The Technology Education programs are: Initial Certificate program leading to a Bachelor of Science in Education in Technology Education degree and the Transitional C Alternative Teacher Preparation Program, which allows candidates with a bachelor's in STEM to enter teaching while participating in a college program for pedagogical core study. These programs are house in the Career and Technology Teacher Education department, one of the academic department within the School of Professional Studies.

The Mathematics Education Program is administered by the Mathematics Department, in the School of Arts and Sciences, and leads to a Bachelor of Science in Mathematics Education. It was founded in 2012, when the program was formally approved by New York State. The program offers rigorous mathematics content and pedagogical preparation. All mathematics content and mathematics education courses are specifically designed for the students majoring in mathematics education. The program graduates become mathematics teachers, coaches, and team leaders in Brooklyn schools and schools and learning centers around NYC.

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.citytech.cuny.edu/teacher-education/accreditation.aspx,
https://www.citytech.cuny.edu/mathematics/mathematics-education-bs.aspx, and
https://www.citytech.cuny.edu/teacher-education/

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** in most recently completed academic year (12 months ending 06/25)	**Number of Completers** in most recently completed academic year (12 months ending 06/25)
Programs that lead to initial teaching credentials			
Career and Technical Teacher Education Program	Initial Certificate	39	9
Technology Teacher Education Program	Initial Certificate	24	3
Transitional C Program	Professional Certificate	4	1
Mathematics Education Program (Adolescent Mathematics 7-12)	Initial certificate Mathematics grades 7-12	16	3
Total for programs that lead to initial credentials		83	16
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			
Programs that lead to P-12 leader credentials			
Total for programs that lead to P-12 leader credentials			
Programs that lead to credentials for specialized professionals or to no specific credential			

Total for programs that lead to specialized professional or no specific credentials		
TOTAL enrollment and productivity for all programs	83	16
Unduplicated total of all program candidates and completers	83	16

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.)

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

A. **Total enrollment** 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.
83
B. **Total number of unique completers** (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.
16
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
13
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.
The average graduation timeline for the Technology Education and Career and Technical Teacher Education (CTE) programs is 4.86 and 5.06 years, respectively. The majority of CTTE program students are transfer students, part-timers, transitional students, or participants in Success Via Apprenticeship (SVA). Consequently, the graduation rates of our CTTE program students are delayed. Notably, the graduation rates of CTE program students do not reflect their program completion, as they obtain an initial teaching certificate before graduation and only a BSEd degree is required for a professional certificate.
Technology Education Program

Year	# Completers	Graduated in 100% time (rate in %) (4 yrs)	Graduated in 150% time (rate in %) (6 yrs)	Graduated in 200% time (rate in %) (8 yrs)
2024	3	2 (67%)	1 (33%)	
2023	2	2 (100 %)		
2022	3	3 (100%)		
2021	3	1 (33%)	1 (33%)	1 (33%)
2020	3	2 (67%)		1 (33%)

Career and Technical Education Program				
Year	# Completers	Graduated in 100% time (rate in %) (4 yrs)	Graduated in 150% time (rate in %) (6 yrs)	Graduated in 200% time (rate in %) (8 yrs)
2024	6	5 (83%)	1 (17%)	
2023	3		3 (100%)	
2022	4	4 (100%)		
2021	12	5 (42%)	4 (33%)	3 (25%)
2020	9	5 (56%)	4 (44%)	

The typical graduation timeline for the Mathematics Education Program is four years for full-time students. However, many students work and study part-time, which may extend the time required to complete the program. Additionally, some students may transfer into the program with previously completed coursework, which can also affect their time to graduation.

Mathematics Education Program				
Year	# Completers	Graduated in 100% time (rate in %) (4 yrs)	Graduated in 150% time (rate in %) (6 yrs)	Graduated in 200% time (rate in %) (8 yrs)
2024	3	2 (67%)	0	1 (33%)
2023	2	1 (50 %)	0	1 (50%)
2022	7	5 (71%)	1 (14%)	1 (14%)
2021	5	2 (40%)	2 (40%)	1 (20%)
2020	6	4 (67%)	2 (33%)	0 (0%)

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%.

Test Field	Attempt	Pass (Rate)	Fail (Rate)

EAS	22	15 (68%)	7 (32%)
CST Technology	9	8 (89%)	1 (11%)
CST Mathematics	11	5 (45%)	6 (55%)

Most of the students who failed the CST and EAS exams in AY 24-25 are currently attending workshops offered by City Tech to help them better prepare for the exams.

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

A total of 3 program completers responded to the CTTE graduate survey, and the response rate was 21% (3/14). The scale was 5-very satisfied, 4-Somewhat satisfied, 3-Neigher satisfied nor dissatisfied, 2-Somewhat dissatisfied, and 1-Very dissatisfied. The overall average score of the respondents was 4.76/5, and most items were surveyed as very satisfied or satisfied. Three respondents unanimously rated very satisfied (5) for delivery of developmentally appropriate lesson, the use of appropriate teaching strategies with students with special needs, the use of culturally responsive teaching, creating a positive and productive learning environment. One completer noted the CTTE department need more faculties to handle departmental matters.

The survey of the Mathematics Education program completers in AY 2024-2025 (N=3, response rate 100%) indicate that students were "highly satisfied" (rated 4) or "satisfied" (rated 3) with the teacher preparation program and the knowledge and skills their have acquired in relation to all areas including content, pedagogy, learning theories, culturally responsive strategies. The scale used is 4-"very satisfied," 3-"satisfied," 2-"dissatisfied," and 1-"very dissatisfied." According to the comments, the strength of the program is that students had a chance to do extensive field experiences before they started students teaching. That gave them an idea of what to expect in the field as student teachers and as teachers. Completers also acknowledged the responsiveness and the support of the mathematics education faculty throughout their journey, and the many opportunities for scholarships (e.g., Noyce), internships (e.g., TEU), TOC fellowship support, and other that allowed them to grow. Some comments noted: *"I get a lot of support of what I have to do, and all the information I need to be successful in a course work,"* "*Everyone was always there and supportive with all my decisions which made it so smooth," No [program] weakness, I always get all the hope I need in the program. Even more than I need. Thank you for all the work!" and "*I loved my experience and especially the hands on part!"

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

For the academic year 2024-25, no school principals who hired graduates of the TE and CTE programs completed the employer survey. We have identified the contact information for six graduates who employed as full-time teachers and requested the survey, but no responses were collected (0/6). In AY 2023-24, three employers of CTTE responded to the employer survey. The employer service was structured on a four-Likert scale: 4-very satisfied, 3-satisfied, 2-dissatisfied, and 1-very dissatisfied. The average score of the total 18 items was 2.78/4. The responses indicated that most items, such as Demonstrating content, pedagogical, and professional knowledge, Planning and delivering developmentally appropriate lessons, were generally satisfied, but the item Using varied instructional approaches was found to be dissatisfied. Based on these results, we found that there is a need for emphasizing developmentally appropriate lesson planning and implementation.

In AY 2024–25, three (3) employer surveys were distribited and completed by school principals who hired graduates of the Mathematics Education program. All respondents (100%) rated the program completers as either "highly effective" (4) or "effective" (3) across all survey items. These items included content, pedagogical, and professional knowledge; planning and delivering developmentally appropriate lessons; use of varied instructional approaches; integration of technology; creation of positive and productive learning environments; and effective work with students with diverse learning needs.

The survey used a four-point scale: 4 = highly effective, 3 = effective, 2 = somewhat effective, and 1 = not effective. In addition to the ratings, employers described program completers as compassionate, dedicated, and well organized, and as highly capable of building safe and supportive classroom environments. Representative comments included: *"Mr. A. is a master teacher and does an outstanding job for his students. He is also a leader in the department and helps other teachers,"* and *"Mr. B. is very professional, organized, and devoted to his craft. He creates precise and effective lessons and adapts his teaching each day to fit the needs of his students."*

Employers also identified areas for continued growth, including allowing students' personalities and cultures to be more visible in instruction and deepening understanding of the wide variety of student learning styles.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

In the 2024-25 academic year, 13 students completed CTTE programs, and 11 students were successfully hired as full-time teachers at New York State public schools. One Technology Education completer is working as a part-time teacher and seeking a full-time position.

Of the three completers of the Mathematics Education program in AY 2024-25, one is employed as a full-time teacher in a public school. The other one is pursuing graduate studies and is also a part-time lecturer, and the third works as a substitute teacher.

License Area	Completers	Total Certified	Total Employed	Seeking Teaching Position	Continuing formal education	% placement in teaching
CTE	9	9	9	0	0	100%
Technology Education	3	2	1	1	0	33%

Transitional C	1	1	1			100%
Mathematics Education	3	1	3	0	0	100%

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.

In the 2024-2025 academic year, Dr. Raaghav Pandya joined the CTTE program as an assistant professor. Dr. Pandya acts as a clinical coordinator and assessment liaison. Dr. Pandya collected Pre-CPAST, CPAST, and TPA assessment scores and developed improvement plans based on the data.

4. Candidate Academic Performance Indicators

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

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

<table>
<tr><th>Provider-Selected Measures</th><th>Explanation of Performance Expectation</th><th>Level or Extent of Success in Meeting the Expectation</th></tr>
<tr><td>Pre-CPAST</td><td>Definition of success:
The performance levels set by the rubric are: (0 points) – "does not meet expectations"; (1 point) - "emerging," (2 points "meets expectations."

The program goals in relation to the Pre-CPAST are for all teacher candidates to score at emerging (1) or above levels in at least ten categories, and "does not meet expectations" on at</td><td>
<table>
<tr><th colspan="5">Technology Education & CTE Programs
Pre-CPAST (excerpts)</th></tr>
<tr><th></th><th colspan="2">Fall 2024
EDU 3682</th><th colspan="2">Spring 2025
EDU 3682</th></tr>
<tr><th></th><th>N, students</th><th>Score (mean, range)</th><th>N, students</th><th>Score (mean, range)</th></tr>
<tr><td colspan="5">Planning for Instruction and Assessment</td></tr>
<tr><td>A. Planning for Learning: Standards and Objective/Targets</td><td>8</td><td>1.63
(1-2)</td><td>3</td><td>1.67 (1-2)</td></tr>
</table>
</td></tr>
</table>

	most 4 categories of the rubric of this assessment. Our hope is to see positive growth in these areas by the teacher candidates upon comparison of their scores on the rubric in the methods courses, on microteaching and later in student teaching. These performance expectations have been met.	B. Assessment of P-12 Learning (Planned assessments)	8	1.75 (1-2)	3	2 (1-2)
		E. Digital Tools and Resources	8	1.88 (1-2)	3	2 (1-2)
		K. Demonstrates punctuality	8	1.75 (1-2)	3	1.67 (1-2)
		L Meets deadlines and obligations	8	1.88 (1-2)	3	1.67 (1-2)
		M. Collaboration	8	1.63 (1-2)	3	1.67 (1-2)
		N. Responds positively to feedback	8	2 (2-2)	3	2 (1-2)

Mathematics Education Program
Pre-CPAST (excerpts)

	Fall 2024 MEDU 3003		**Spring 2025 MEDU 3001**	
	N, students	**Score (mean, range)**	**N, students**	**Score (mean, range)**
Planning for Instruction and Assessment				
A. Planning for Learning: Standards and Objective/Targets	3	1.67 (1-2)	7	1.29 (1-2)
B. Assessment of P-12 Learning	3	1.67 (1 - 2)	7	1.29 (1-2)

		(Planned assessments) | | | | | E. Digital Tools and Resources | 3 | 2 (2-2) | 7 | 1 (1-2)

Professional Dispositions

K. Demonstrates punctuality	3	1.67 (1-2)	7	1.57 (1-2)
L Meets deadlines and obligations	3	1.67 (1-2)	7	1.85 (1-2)
M. Collaboration	3	2 (2-2)	7	1.85 (1-2)
N. Responds positively to feedback	3	1.67 (1-2)	7	2 (2-2)

CPAST

Definition of Success:
The performance levels set by the rubric are: (0 points) Does not meet expectations, (1 point) Emerging; (2 points) Meets expectations; (3 points) Exceeds expectations.
The Program goals in relation to the CPAST are that all teacher candidates score at the "meets expectations" (2) level or above on at least 13 categories and at the "emerging" (1) level on at most 8 categories (with no categories scored at the "does not meet expectations" (0) level). We expect to see

Technology and CTE Education Programs
CPAST (excerpts)

	Fall 2024 EDU 4872		**Spring 2025 EDU 4872**	
	N, students	**Score**	**N, students**	**Score (mean, range)**
Instructional Delivery				
A. Planning for Learning: Standards and Objective/Targets	2	2.5	15	2.85 (0-3)
B. Assessment of P-12 Learning (Planned assessments)	2	2.5	15	2.88 (0-3)
H. Digital Tools and Resources	2	3	15	2.69 (0-3)

	growth among the teacher candidates in all the dimensions captured by the CPAST: Planning for Instruction and Assessment; Instructional Delivery; Assessment; Analysis of Teaching; Professional Commitment and Behaviors; Professional Relationships; Critical Thinking and Reflective Practice. The performance expectations have been met.	

J. Data guided instruction	2	2	15	2.56 (0-3)
L. Assessment techniques	2	2	15	2.63 (0-3)
Professional Dispositions				
U. Responds to feedback	2	2.5	15	2.88 (0-3)

Mathematics Education Program CPAST (excerpts)		
Fall2024 & Spring 2025 MEDU 4000/ 4001/4002	**N, students**	**Score (mean, range)**
Instructional Delivery		
A. Planning for Learning: Standards and Objective/Targets	5	2.8 (2-3)
B. Assessment of P-12 Learning (Planned assessments)	5	2.6 (1-3)
H. Digital Tools and Resources	5	2.6 (1-3)
J. Data guided instruction	5	2.6 (1-3)
L. Assessment techniques	5	2.6 (1-3)
Professional Dispositions		
P. Demonstrates punctuality	5	2.8 (2-3)
Q. Meets deadlines and obligations	5	2.6 (1-3)

R. Preparation	5	2.8 (1-3)
U. Responds to feedback	5	2.8 (2-3)

Teacher Candidate Work Sample (TPA)

The Teacher Performance Assessment (TPA) measures teacher candidates' professional growth by engaging them in designing sequential lessons based on content, theory, research, and student knowledge. TPA consists of 5 tasks, and student performance is assessed using a 4-level Likert scale with 3-Exceeds Expectations, 2-Meets Expectations, 1-Emerging, and 0-Does Not Meet Expectations. The desired outcome is level 2 -Meets Expectations or above on each rubric.

The AY 23-24 data indicates that performance met the expectation.

Technology and CTE Education Programs
Teacher Performance Assessment

	Fall 2024 EDU 4872		**Spring 2025 EDU 4872**	
	N, students	**Score**	**N, students**	**Score (mean, range)**
1. Knowledge of context and students	2	2.5	15	2.56 (0-3)
2. Instructional planning	2	2.5	15	2.38 (0-3)
3. Culturally responsive teaching	2	2.25	15	2 (0-3)
4. Assessment of student learning	2	2.25	15	2.31 (0-3)
5. Professional responsibilities and growth	2	2	15	2.19 (0-3)

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

<table>
<tr><th>Provider-Selected Measures</th><th>Explanation of Performance Expectation</th><th>Level or Extent of Success in Meeting the Expectation</th></tr>
<tr><td>CPAST</td><td>Definition of Success:
The performance levels set by the rubric are: (0 points) Does not meet expectations, (1 point) Emerging; (2 points) Meets expectations; (3 points) Exceeds expectations.
The Program goals in relation to the CPAST are that all teacher candidates score at the “meets expectations” (2) level or above on at least 13 categories and at the “emerging” (1) level on at most 8 categories (with no categories scored at the “does not meet expectations” (0) level). We expect to see growth among the teacher candidates in all the dimensions captured by the CPAST: Planning for Instruction and Assessment; Instructional Delivery; Assessment; Analysis of Teaching; Professional</td><td>
<table>
<tr><th colspan="5">Technology and CTE Education Programs
CPAST (excerpts)</th></tr>
<tr><th></th><th colspan="2">Fall 2025
EDU 4872</th><th colspan="2">Spring 2025
EDU 4872</th></tr>
<tr><th></th><th>N, students</th><th>Score</th><th>N, students</th><th>Score (mean, range)</th></tr>
<tr><td colspan="5">Instructional Delivery</td></tr>
<tr><td>C. Assessment of P-12 learning</td><td>2</td><td>2.5</td><td>15</td><td>2.56 (0-3)</td></tr>
<tr><td>D. Differentiated methods</td><td>2</td><td>2.5</td><td>15</td><td>2.63 (0-3)</td></tr>
<tr><td>F. Critical Thinking</td><td>2</td><td>2</td><td>15</td><td>2.38 (0-3)</td></tr>
<tr><td>I. Safe and respectful learning environment</td><td>2</td><td>3</td><td>15</td><td>2.69 (0-3)</td></tr>
</table>
<table>
<tr><th>Mathematics Education Program
CPAST (excerpts)</th></tr>
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<table>
<tr>
<td></td>
<td>Commitment and Behaviors; Professional Relationships; Critical Thinking and Reflective Practice.
The performance expectations have been met.</td>
<td>
<table>
<tr><th>Fall 2024/Spring 2024
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(1-3)</td></tr>
<tr><td>F. Critical Thinking</td><td>5</td><td>2
(1-3)</td></tr>
<tr><td>I. Safe and respectful learning environment</td><td>5</td><td>3
(3-3)</td></tr>
<tr><td>Professional Dispositions</td><td></td><td></td></tr>
<tr><td>S. Collaboration</td><td>5</td><td>2.8
(2-3)</td></tr>
</table>
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</tr>
<tr>
<td>Program Completers Survey</td>
<td>Our goal is for all program completers to exit the program with the perception that they are either “satisfied” or “very satisfied” with their teacher preparation.
The performance expectations have been met.</td>
<td>
<table>
<tr><th colspan="3">Technology and CTTE Graduates’ Survey
(excerpts)</th></tr>
<tr><th>Survey item</th><th># Graduates’ responses</th><th>% of Graduates’ responses “Agree” or “Strongly Agree”</th></tr>
<tr><td colspan="3">How satisfied are you with your teacher preparation and the knowledge and skills you have acquired in relation to:</td></tr>
<tr><td>11. creating a positive and productive learning environment</td><td>3</td><td>100%</td></tr>
<tr><td>12. becoming an effective teacher (punctual, prepared, reflective, learning from feedback, and collaborate with colleagues)</td><td>3</td><td>100%</td></tr>
<tr><td>13. setting goals and assessing outcomes</td><td>3</td><td>100%</td></tr>
<tr><td>14. engaging in collective projects and collaborative</td><td>3</td><td>100%</td></tr>
</table>
</td>
</tr>
</table>

learning with peers and cooperating teachers		

Mathematics Program Graduates' Survey (excerpts)		
Survey item	**# Graduates' responses**	**% of Graduates' responses "Agree" or "Strongly Agree"**
How satisfied are you with your teacher preparation and the knowledge and skills you have acquired in relation to:		
11. creating a positive and productive learning environment	3	100%
12. becoming an effective teacher (punctual, prepared, reflective, learning from feedback, and collaborate with colleagues)	3	100%
13. setting goals and assessing outcomes	3	100%
14. engaging in collective projects and collaborative learning with peers and cooperating teachers	3	100%

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.

Some of the challenges our teacher preparation programs face include recruitment and teacher candidates' initial certification near graduation.

To address the first challenge, we secured a $1.3 million *My Brother's Keeper Teacher Opportunity Corps (TOC) II* grant (2023-2028), funded by NYSED. This grant provides up to 50% tuition support for TOC fellows, along with professional development and peer networking opportunities. It has helped attract and recruit new and diverse teacher candidates. In AY 2024-25, a total of 43 teacher candidates were supported, financially and academically, by the TOC grant. We also recruit students by partnering with campus programs such as ASAP, STEP, and College Now. The CTTE department established a partnership agreement with the STEP/CSTEP program and provides our teacher education students with opportunities to engage in the program as instructors and mentors of the participant students. Another step we've taken to enhance the recruitment of diverse teacher candidates is the recent submission of a curriculum proposal to create a *Liberal Arts and Sciences (LAS) Specialization in Mathematics Education*. This specialization will provide an academic focus in mathematics education for students enrolled in the Associate degree program in Liberal Arts and Sciences (LAS), serving as a clear pathway for a seamless transition into the BS in Mathematics Education program through a 2+2 structure. The specialization proposal was officially approved by the College Council in Spring 2025. It is designed to ensure a smooth transition for students transferring from the LAS Associate Degree in Liberal Arts program at City Tech to the BS in Mathematics Education program, with full transfer of all 60 credits.
CTTE program also developed articulation agreements with two CUNY community colleges. It will ensure a smooth transition for students transferring from community colleges within CUNY to our degree programs by ensuring maximum credit transfer. Additionally, the New York City Men Teach (NYCMT) program is a strong partner, with whom we organize a number of recruitment events. Finally, faculty from the Mathematics Education program and the Mathematics Department attended a number of recruitment fairs at CUNY community colleges—including BMCC, Hostos Community College, LaGuardia Community College, and Kingsborough Community College—as well as high school fairs (e.g., Brooklyn Technical High School) and CUNY-wide recruitment events, in order to increase program visibility and support recruitment of prospective Mathematics Education majors.

The second challenge pertains to teacher candidates' initial certification. Many of our candidates work while studying, and the financial pressures often lead them to delay taking certification exams until after graduation. To address this, we have partnered with the NYCMT program to actively promote certification exam preparation workshops offered on campus. NYCMT now provides periodic workshops, one-on-one exam preparation sessions, and free exam vouchers to teacher candidates. Both NYCMT and our teacher preparation programs are actively encouraging students and graduates who have not yet obtained certification to take advantage of these resources.

Additionally, we are involved in several initiatives aimed at innovating and enhancing the teacher preparation experience. One such initiative is the university-wide *CUNY Computer Science Integration in Teacher Education (CITE)* program, a four-year project to integrate computing content and pedagogy into required education courses, fieldwork, and student teaching, aligning them with NYS computer science standards.

Another initiative we have introduced for teacher candidates supported by the TOC grant is the opportunity to participate in a teaching residency. This program allows candidates to gain extended teaching experience of additional 350 hours-- while being mentored by an expert teacher. Two mathematics education students completed teacher residency in AY 2024-25. Additionally, we are partnering with the NYC Men Teach (NYCMT) program to ensure that more teacher candidates engage in summer teaching opportunities that enrich their pedagogical knowledge and instructional practice. In Summer 2025, four teacher education students from the Mathematics Education (ME), Teacher Education (TE), and Career and Technical Education (CTE) programs completed a six-week NSF Noyce internship. During the internship, participants taught summer enrichment programs, worked alongside experienced teacher mentors, and participated in professional development workshops. Another step in supporting and guiding teacher candidates in their professional growth and navigation of coursework is the development of a dual certification pathways guide for teacher education students. This guide will teacher candidates understand which additional courses they must complete in order to apply for an additional teacher certification in computer science, physics, chemistry, or biology. This resource ensures greater transparency in program requirements, supports intentional academic planning, and enables students to pursue expanded certification pathways that enhance their career readiness and employment opportunities.

In addition, in response to demonstrated interest among mathematics education teacher candidates in pursuing additional secondary teaching certifications, the program developed a student guide to dual teaching certification. This resource is designed to support candidates' academic planning and timely degree completion by clearly outlining coursework pathways for earning secondary certification in Computer Science, Physics, Biology, Chemistry, and Psychology alongside mathematics. The guide enhances advising coherence and increases transparency around certification options, reflecting the program's ongoing commitment to responsive program design and candidate success.

Furthermore, the CTTE Department updated CTE and Technology Teacher Education curriculum to ensure the successful implementation of the new *Teacher Performance Assessment (TPA)*, which was approved in Fall 2024. This proposal includes increasing the hours for the *EDU 4601 Professional Development Seminar* from 1 to 3 hours and replacing the required *Principles of Science* classes for CTTE students with *Life and Physical Sciences (LPS)* and *Scientific World (SW)* courses as part of General Education. These changes provide students with more flexibility in their course choices and enhance compatibility for transfer students who have already completed the LPS and SW courses. The CTTE department proposed a significant update on the Technology Education curriculum to align with the international Technology and Engineering Education Standards. The proposal was approved by City Tech's college council on December 10th, 2025. Once the proposal is fully approved by CUNY's Board of Trustee in Spring 2026, the new curriculum will be effective in Fall 2026.

The response rate for this year's employer survey was low. We collected the survey at least six months after the employments to receive feedback of the performance of our completers. However, there were difficulties contacting graduates and obtaining survey responses from their employers after six months. This resulted in insufficient time to collect the employer surveys and a lack of personnel to compile and manage the data. To address this, a system for tracking and managing graduates needs to be established, and sufficient personnel must be allocated to handle the time and effort required for the AAQEP annual report.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	Support teacher candidates in achieving successful graduation and becoming career-ready.
Actions	All teacher preparation programs will implement the already developed career readiness plan, which outline recommended activities and milestones that teacher candidates should complete throughout their coursework to ensure they are prepared for successful graduation and ready for their careers. Program advisors will also use the dual certification guide for teacher candidates.
Expected outcomes	By implementing a career readiness plan, teacher candidates will gain a clearer understanding of the expectations for new teachers and the skills required by employers, helping them transition smoothly from coursework to the professional teaching environment. As a result of using the dual certification guide, teacher candidates will be able to plan their coursework more strategically and pursue additional certification pathways, increasing their career flexibility and employability.
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	Establish stronger connections with program completers and alumni
Actions	Teacher preparation programs will establish a LinkedIn account to professionally connect with program completers and a broader network of alumni.

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Expected outcomes	Stronger connections with program completers and alumni will allow us to gather valuable feedback and communicate professional development opportunities more effectively
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	Provide a wider range of diverse clinical experiences
Actions	Explore and develop new partnerships with P-12 schools and districts partnerships with new sites for field experience and new models for student teaching and mentorship. Enhance instructional strategies and lesson delivery skills of teacher candidates through emphasizing computing integration and culturally responsive teaching into clinical courses, and professional development workshops.
Expected outcomes	More diverse field experience options will provide teacher candidates with a broader range of professional learning opportunities and enrich their overall experience. Teacher candidates will employ diverse teaching strategies tailored to the students' cultural background, and computing technology enhances their effective implementation.
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	Continue exploring opportunities for recruitment of diverse teacher candidates
Actions	**Explore new recruitment pathways:** -Submit a curriculum proposal for a LAS specialization in Technology Education. - Building on the approved LAS specialization in Mathematics Education, we are establishing a close partnership with the LAS program to ensure that associate degree students receive intentional advising and guidance toward a seamless transition into the BS in Mathematics Education program. - Develop a recruitment plan to support students who seek a teaching certificate through individual and transitional pathways. - Utilize student teachers as ambassadors for the teacher programs. - Utilize CTTE's makerspace to offer students collaborative working space to help teacher education

	students explore career opportunities and job-ready skills. Additionally, to meet the growing demand of WBL certificated teachers in high school, the CTTE department will enhance the Work-Based Learning extension certificate program through a collaboration with New York City Public Schools (NYCPS). We will recruit newer students through NYCPS and school channels, so that newer WBL teachers can join the program and finish both required courses for certification.
Expected outcomes	More diverse pathways into the teacher preparation program and improved visibility of the teacher programs will lead to increased program enrollment. Enhanced recruitment efforts through peer-driven outreach will lead to a stronger and more connected network of future educators. Using the makerspace, teacher education students will engage in peer-networking curriculum development, student research, and faculty/K-12 workshops. Through the WBL program, we will recruit more teachers to pursue in our teacher education programs leading to initial, professional, and extension certificates.
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

To ensure the validity, reliability, and trustworthiness of the data we collected, we employed data triangulation by combining data from multiple sources, methods, and perspectives. To validate teacher performance assessment, we adopted CPAST (Candidate Preservice Assessment of Student Teaching), a nationally recognized teacher assessment tool used by over 70 teacher education institutions. City Tech's Teacher Education Committee (TEC) conducted various validity checks, including content and face validity, and expert reviews, to ensure the CPAST's reliability. To replace edTPA, City Tech developed Teacher Performance Assessment (TPA). Every year, we conduct a reliability check using Kappa measures to assess inter-rater reliability.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The Educator Education Program (EEP) is fully committed to fostering a culture of continuous improvement and ensuring that teacher candidates are well prepared for professional certification. As part of this commitment, we recognize the importance of providing enhanced support to help candidates successfully sit for and pass the CST and EAS certification exams, particularly as they approach graduation. To this end, we will engage faculty in focused discussions to identify strategies for strengthening candidate support and aligning course content more closely with the structure and expectations of these exams.

In addition, we plan to collaborate with faculty to develop a comprehensive set of certification preparation materials, including practice questions, exam strategies, and study guides aligned directly with exam content. We have also developed a graduation and career readiness plan that outlines key activities and milestones across candidates' coursework to support timely graduation, initial certification, and a successful transition into the teaching profession. This plan is scheduled for implementation in the coming academic year. Together, these resources are intended to enhance candidates' preparedness for graduation and certification and to increase their likelihood of success on certification exams.

As part of our involvement in the CUNY Computer Science Integration in Teacher Education (CITE) initiative, we are working to integrate computing content and pedagogy into required education courses, fieldwork, and student teaching experiences. This initiative aligns our teacher preparation programs with the evolving demands of the digital age by ensuring that future educators are equipped to teach computer science and effectively integrate technology into their classrooms.

As a result, we anticipate meaningful curricular revisions, particularly the redevelopment of courses to incorporate these new content areas. These changes will enhance the educational experience of teacher candidates while fostering collaboration across departments. We look forward to continued engagement with colleagues as we work toward a shared vision of preparing educators for teaching in an increasingly technology-rich educational landscape.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Pamela Brown, Provost	

Date sent to AAQEP:	December 31, 2025