



AAQEP Annual Report for 2025

Provider/Program Name:	Brooklyn College School of Education
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 30, 2031

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.

Brooklyn College is a public institution, one of the eleven senior colleges of the City University of New York (CUNY). It is governed by both the Board of Regents of the University of the State of New York and the CUNY Board of Trustees. Brooklyn College is known for being an innovative liberal arts institution with a history of academic excellence in both undergraduate and graduate studies. The Brooklyn College School of Education (SOE), the largest by enrollment of CUNY SOEs, is organized in four departments: Early Childhood and Art Education (ECAE); Childhood, Bilingual and Special Education (CBSE); Secondary Education (SEED); and School Psychology, Counseling and Leadership (SPCL), and anchors its programs and initiatives to its Conceptual Framework: Collaboration, Critical Self-Reflection and Reflective Practice, Social Justice, and Diversity. The SOE offers 43 educator preparation programs that prepare educators to work with children from birth to young adulthood; Brooklyn College serves an enrollment (Fall 2024) of over 14,000 students, with 2,232 across all SOE programs: 757 student “completers”

were reported for the SOE during AY 2024-2025. The SOE has been an integral part of the college as it was the first school to exist at Brooklyn College, established in 1948.

Brooklyn College serves a diverse student population and has been ranked first among Northeastern Regional Universities for campus ethnic diversity (USNWR). The SOE's Fall 2022 student population included 1069 undergraduate and 1404 graduate students, of whom just over a third (35%) were enrolled full time. A minority serving institution, the student body in Fall 2022 was 22% Black/African American, 22% Latinx/Hispanic, 22% Asian, 0.1% American Indian, .1% Native Hawaiian/Pacific Islander, 3% multiracial, 27% white, and 3.8% unknown. Brooklyn College is committed to educating immigrants and first-generation college students from the diverse communities in Brooklyn and across New York City. The SOE's student diversity parallels that of the P-12 enrollment in NYC schools; it includes greater diversity than the current public school teaching staff in New York City overall. In addition, 44% of the SOE student body was identified as economically disadvantaged, and 54% identified as first-generation college students.

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.brooklyn.edu/soe/about-2/>

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)
<i>Programs that lead to initial teaching credentials</i>			

Bachelor of Arts	<i>Initial Certification: Childhood Education (Grades 1-6)</i>	196	66
	<i>Initial Certification: Childhood Education w/ Bilingual (Grades 1-6)</i>	20	7
	<i>Initial Certification: Early Childhood Education/Special Education (Grades B-2)</i>	119	26
	<i>Initial Certification: Early Childhood Education (Grades B-2)</i>	160	43
	<i>Initial Certification: English (Grades 7-12)</i>	31	12
	<i>Initial Certification: Earth Science (Grades 7-12)</i>	0	0
	<i>Initial Certification: French (Grades 7-12)</i>	0	0
	<i>Initial Certification: Spanish (Grades 7-12)</i>	8	1
	<i>Initial Certification: Social Studies (Grades 7-12)</i>	33	12
Bachelor of Science	<i>Initial Certification: Childhood Education/Special Education (All Grades)</i>	8	0
	<i>Initial Certification: Physical Education (All Grades)</i>	124	34
Bachelor of Music	<i>Initial Certification: Music Education (All Grades)</i>	0	0
Master of Science in Education	<i>Initial Certification: Childhood Education (Grades 1-6)</i>	88	32

	<i>Initial Certification: Childhood Education w/ Bilingual (Grades 1-6)</i>	11	3
	<i>Initial Certification: Secondary Education- Students with Disabilities Trans B (Grades 7-12)</i>	58	31
	<i>Initial Certification: Childhood Education- Students with Disabilities (Grades 1-6)</i>	0	0
	<i>Initial Certification: Childhood Education- Students with Disabilities Trans B (Grades 1-6)</i>	30	4
	<i>Initial Certification: Secondary Education- Students with Disabilities (Grades 7-12)</i>	0	0
	<i>Initial Certification: Early Childhood Education- Students with Disabilities (Grades B-2)</i>	0	0
	<i>Initial Certification: Early Childhood Education- Students with Disabilities Trans B (Grades B-2)</i>	3	3
	<i>Initial Certification: Childhood Education Trans B (Grades 1-6)</i>	0	0
	<i>Initial Certification: Early Childhood Education (Grades B-2)</i>	178	38
	<i>Initial Certification: Health Education (All Grades)</i>	0	0
	<i>Initial Certification: Middle Childhood Education Math Specialist (Grades 5-9)</i>	16	6

	<i>Initial Certification: Physical Education (All Grades)</i>	35	9
Master of Arts	<i>Initial Certification: Art Education (All Grades)</i>	33	6
	<i>Initial Certification: English (Grades 7-12)</i>	33	18
	<i>Initial Certification: French (Grades 7-12)</i>	2	0
	<i>Initial Certification: Math Education (Grades 7-12)</i>	12	6
	<i>Initial Certification: Middle Childhood Science Education (Grades 5-9)</i>	2	0
	<i>Initial Certification: Music Education (All Grades)</i>	0	0
	<i>Initial Certification: Spanish Trans B (Grades 7-12)</i>	8	0
	<i>Initial Certification: Spanish (Grades 7-12)</i>	12	2
	<i>Initial Certification: Social Studies (Grades 7-12)</i>	42	16
Master of Arts in Teaching	<i>Initial Certification: Adolescent Science Education, Pre-Service (Grades 7-12)</i>	14	8
	<i>Initial Certification: Earth Science Education, Pre-Service (Grades 7-12)</i>	5	3
Total for programs that lead to initial credentials		1281	386

Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Science in Education	<i>Professional Certification: Childhood Education (Grades 1-6)</i>	32	16
	<i>Professional Certification: Childhood Education w/ Bilingual (Grades 1-6)</i>	24	9
	<i>Professional Certification: Childhood Education- Students with Disabilities (Grades 1-6)</i>	50	15
	<i>Professional Certification: Secondary Education- Students with Disabilities (Grades 7-12)</i>	55	48
	<i>Professional Certification: Early Childhood Education- Students with Disabilities (Grades B-2)</i>	15	11
	<i>Professional Certification: Early Childhood Education (Grades B-2)</i>	255	54
	<i>Professional Certification: Health Education (All Grades)</i>	9	5
	<i>Professional Certification: Middle Childhood Education Math Specialist (Grades 5-9)</i>	0	0
	<i>Professional Certification: Physical Education (All Grades)</i>	40	10
Master of Arts	<i>Professional Certification: Art Education (All Grades)</i>	11	2
	<i>Professional Certification: English (Grades 7-12)</i>	11	6

	<i>Professional Certification: French (Grades 7-12)</i>	0	0
	<i>Professional Certification: Math Education (Grades 7-12)</i>	19	9
	<i>Professional Certification: Middle Childhood Science Education (Grades 5-9)</i>	0	0
	<i>Professional Certification: Spanish (Grades 7-12)</i>	0	0
	<i>Professional Certification: Social Studies (Grades 7-12)</i>	12	5
Master of Arts in Teaching	<i>Professional Certification: Adolescent Science Education, In-Service (Grades 7-12)</i>	1	1
	<i>Professional Certification: Earth Science Education, In-Service (Grades 7-12)</i>	0	0
Advanced Certificate	<i>Advanced Certificate: Bilingual Education (Grades 1-6)</i>	58	30
	<i>Advanced Certificate: Art Education (All Grades)</i>	7	2
	<i>Advanced Certificate: Reading Science (All Grades)</i>	55	23
	<i>Advanced Certificate: Reading Science (Emergent Readers)</i>	2	1
	<i>Advanced Certificate: Music Education (All Grades)</i>	8	0
Total for programs that lead to additional/advanced credentials		664	247

<i>Programs that lead to P-12 leader credentials</i>			
<i>Master of Science in Education</i>	<i>Certificate in Educational Leadership: School Building/District Leader</i>	75	31
Total for programs that lead to P-12 leader credentials		75	31
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
<i>Master of Science in Education</i>	<i>School Counselor Certificate</i>	81	21
	<i>School Psychologist Certificate</i>	74	28
<i>Advanced Certificate</i>	<i>Autism Spectrum Disorders Advanced Certificate</i>	7	6
	<i>Early Intervention & Parenting Advanced Certificate</i>	7	4
	<i>School Psychologist Advanced Certificate</i>	29	26
	<i>Mental Health Counselor Advanced Certificate</i>	14	8
	<i>Play Therapist Advanced Certificate</i>	0	0
Total for programs that lead to specialized professional or no specific credentials		212	93
TOTAL enrollment and productivity for all programs		2232	757
Unduplicated total of all program candidates and completers		2232	757

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.)

Added: MSED Initial Certification in Health Education (All Grades); Advanced Certificate in Reading Science (All Grades); Advanced Certificate in Reading Science (Emergent Readers)
On Hiatus: Initial Certification in Biology (Grades 7-12); Initial Certification in Chemistry (Grades 7-12); Initial Certification in Physics (Grades 7-12)

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.
2020
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.
664
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
987
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.
Institutionally, we are working on the most effective way to monitor and report program completion rates in collaboration with the Brooklyn College Department of Institutional Research & Data Science. There are challenges in disaggregating this information by program for both Undergraduates and Graduate students. Undergraduates do not all enter their School of Education (SOE) programs at a standardized time in their academic trajectories, and additionally program populations are composed of substantial numbers of both first-time Freshmen and transfer students who have differing overall trajectories during their time at Brooklyn College. In the case of Graduate students, each of our programs offer many different options under each program depending on candidates' academic backgrounds, and the number of credits required for the degree can vary widely, such that it is not possible

to determine a standardized time to degree across programs. Additionally, most of our SOE graduate programs are comprised of mainly students who are currently employed and pursuing their degrees part-time, which again makes it difficult to determine a standardized time to degree. For some of our larger programs, we can report on full-time students as there are generally enough numbers to make for a robust N, but most of our programs are too small to reliably examine full-time Graduate students separate from part-time Graduate students (and in one of our largest Graduate programs, the M.S.Ed. in Early Childhood Education, there is not a large enough pool of full-time students on which we can base such an analysis due to candidates overwhelmingly taking this program part-time). Thus, for reporting on Academic Year (AY) 2024-25, we report on Undergraduate program completion rates by showing the number of candidates graduating from each program and their average Time to Degree. The expected timeframe for Undergraduate candidates to complete their programs is approximately 4 years, such that 6 years would be 1.5 times the expected timeframe. Candidates in undergraduate degree programs in the Brooklyn College School of Ed have largely completed their degrees within the expected timeframe as program averages for Time to Degree range from 3.25 to 4.66 years. For Graduate program completion rates, we report the average percentage of Candidates who have completed degrees in 1) the expected timeframe for full-time students (2 years), 2) 1.5 times the expected timeframe for full-time students (3 years), and 2 times the expected timeframe for full-time students (4 years). We report this where possible for full-time graduate students; however, as mentioned, the vast majority of our graduate students are working and pursuing their degrees part-time. Where programs are large, we report separately on full-time students. However, for the majority of our SOE Graduate programs, where programs have a relatively small number of completers overall, we report completion rates which combine full-time and part-time candidates in order to have a large enough N to report. Thus, for many programs, expected time to degree is not standardized and many part-time candidates may be expected to go beyond the 4-year expected timeframe depending on how many credits they are taking each semester, as well as how many credits are required for the various options available under their respective program.

<u>B.A. Programs</u>	<u>Completers</u>	<u>Time to Degree</u>
Childhood Education (Grades 1-6)	N=66	4.27
Childhood Education w/ Bilingual (Grades 1-6)	N=7	3.77
Early Childhood Education/Special Education (Grades B-2)	N=26	4.34
Early Childhood Education (Grades B-2)	N=43	3.77
English (Grades 7-12)	N=12	4.20
Earth Science (Grades 7-12)	N=0	n/a
French (Grades 7-12)	N=0	n/a
Spanish (Grades 7-12)	N=1	3.75
Social Studies (Grades 7-12)	N=12	3.25

<u>B.S. Programs</u>	<u>Completers</u>	<u>Time to Degree</u>	
Childhood Education/Special Education (All Grades)	N=0	n/a	
Physical Education (All Grades)	N=34	4.66	
<u>B. Mus. Programs</u>			
Music Education (All Grades)	N=0	n/a	
<u>M.S.Ed. Programs</u>	<u>2-yr Grad</u>	<u>3-yr Grad</u>	<u>4-yr Grad</u>
Childhood Education (Grades 1-6)*	73.2%	90.5%	100.0%
Childhood Education w/ Bilingual (Grades 1-6)	40.6%	62.6%	71.0%
Secondary Education- Students with Disabilities Trans B (Grades 7-12)	60.5%	76.9%	91.4%
Childhood Education- Students with Disabilities (Grades 1-6)	69.7%	78.8%	81.6%
Childhood Education- Students with Disabilities Trans B (Grades 1-6)	Low N	Low N	Low N
Secondary Education- Students with Disabilities (Grades 7-12)	79.1%	87.7%	91.3%
Early Childhood Education- Students with Disabilities (Grades B-2)	80.6%	85.2%	94.5%
Early Childhood Education- Students with Disabilities Trans B (Grades B-2)	Low N	Low N	Low N
Childhood Education Trans B (Grades 1-6)	Low N	Low N	Low N
Early Childhood Education (Grades B-2)	36.0%	61.5%	70.3%
Health Education (All Grades)	Low N	Low N	Low N
Middle Childhood Education Math Specialist (Grades 5-9)	83.3%	100%	100%
Physical Education (All Grades)	48.6%	68.1%	83.1%
<u>M.A. Programs</u>			
Art Education (All Grades)	68.3%	74.6%	77.4%
English (Grades 7-12)	47.5%	70.2%	74.3%
French (Grades 7-12)	Low N	Low N	Low N
Math Education (Grades 7-12)	65.2%	78.6%	92.9%
Middle Childhood Science Education (Grades 5-9)	Low N	Low N	Low N
Music Education (All Grades)	Low N	Low N	Low N
Spanish Trans B (Grades 7-12)	Low N	Low N	Low N
Spanish (Grades 7-12)	83.3%	87.5%	87.5%

Social Studies (Grades 7-12)	45.5%	65.0%	70.0%
<u>M.A.T. Programs</u>			
Adolescent Science Education, Pre-Service (Grades 7-12)	83.3%	Low N	Low N
Adolescent Science Education, In-Service (Grades 7-12)	62.5%	87.5%	87.5%
Earth Science Education, Pre-Service (Grades 7-12)	75.0%	100.0%	100.0%
Earth Science Education, In-Service (Grades 7-12)	Low N	Low N	Low N
<u>Advanced Certificate Programs</u>			
Bilingual Education (Grades 1-6)	Low N	Low N	Low N
Art Education (All Grades)	Low N	Low N	Low N
Reading Science (All Grades)	Low N	Low N	Low N
Reading Science (Emergent Readers)	Low N	Low N	Low N
Music Education (All Grades)	Low N	Low N	Low N
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%.			
All Candidates in Educator Preparation programs in NY State must take the Educating All Students (EAS) exam. Candidates must also take the relevant Content Specialty Test (CST) in their area or Multi-Subject CST for Early Childhood Education, Childhood Education, and Teachers of Students with Disabilities. Bilingual Education Candidates must also take the Bilingual Education Assessment (BEA) in their relevant language(s) in addition to the 3 Multi-Subject CSTs. Teachers of Students with Disabilities Candidates must also take the Students with Disabilities CST in addition to the 3 Multi-Subject CSTs. Certification examination pass rates are organized by BC SOE department, with Early Childhood and Art Education exam pass rates presented first, followed by Childhood, Bilingual, and Special Education exam pass rates, and finally Secondary Education exam pass rates.			
<u>All Candidates Required Exam</u>	<u>N of Takers</u>		<u>Pass Rate</u>
Educating All Students (EAS)	615		88%
<u>Early Childhood & Art Education Content Specialty Tests (CST)</u>			
Multi-Subject CST: Teachers of Early Childhood (B-2) Pt. I Literacy & Language Arts	325		83%
Multi-Subject CST: Teachers of Early Childhood (B-2) Pt. II Mathematics	352		84%
Multi-Subject CST: Pt. III Arts & Sciences	779		91%

Literacy CST	22	95%
Visual Arts CST	12	100%
<u>Childhood, Bilingual, & Special Education Programs Required Certification Exams</u>		
Multi-Subject CST: Teachers of Childhood (1-6) Pt. I Literacy & Language Arts	395	77%
Multi-Subject CST: Teachers of Childhood (1-6) Pt. II Mathematics	398	76%
Multi-Subject CST: Teachers of Childhood (5-9) Pt. I Literacy & Language Arts	6	Low N
Multi-Subject CST: Teachers of Childhood (5-9) Pt. II Mathematics	8	Low N
Multi-Subject CST: Teachers of Childhood (7-12) Pt. I Literacy & Language Arts	220	65%
Multi-Subject CST: Teachers of Childhood (7-12) Pt. II Mathematics	183	76%
Multi-Subject CST: Pt. III Arts & Sciences	779	91%
Bilingual Education Assessment (BEA): Arabic	2	Low N
Bilingual Education Assessment (BEA): Cantonese	2	Low N
Bilingual Education Assessment (BEA): Haitian Creole	1	Low N
Bilingual Education Assessment (BEA): Italian	1	Low N
Bilingual Education Assessment (BEA): Japanese	1	Low N
Bilingual Education Assessment (BEA): Mandarin	17	94%
Bilingual Education Assessment (BEA): Russian	5	Low N
Bilingual Education Assessment (BEA): Spanish	74	93%
Bilingual Education Assessment (BEA): Bengali	1	Low N
Bilingual Education Assessment (BEA): French	1	Low N
Bilingual Education Assessment (BEA): Ukrainian	1	Low N
Students With Disabilities CST	488	82%
<u>Secondary Education Programs Required Certification Exams</u>		
English CST	76	79%
Mathematics CST	34	56%
Music CST	26	100%
Social Studies CST	61	82%
Physical Education CST	133	67%
Spanish CST	15	93%
Health Education CST	10	70%

Earth Science CST	11	82%
Biology CST	15	73%

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

Available evidence from program completers is centered is based in academic data from the culminating experience in Student Teaching and capstone courses for graduate students who have already achieved initial certification. The bulk of Brooklyn College SOE programs have 80% or more students meeting expectations in measures drawn from this data. Where rates of student outcomes are lower than 80% or more meeting expectations on assessment measures, programs are examining evidence and planning support measures designed to strengthen student outcomes on key performance measures.

Additional evidence from program completers lies in the Completer Surveys fielded by the Brooklyn College Department of Institutional Research and Data Science and analyzed by the Faculty Associate to the Dean. The most recent analysis of this data at the program level demonstrated that students overwhelmingly rated their educator preparation program degrees at Brooklyn College as providing them the knowledge and skills required by their professions across a range of indicators. In the few cases where less than 80% of students who graduated from a particular SOE educator preparation program rated their skills as adequate or better on individual items in the survey, programs are examining this data and considering strategies aimed at strengthening student preparation in these areas.

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

The New York City Public Schools (NYCPS) provide CUNY with observational ratings conducted by the employers of Brooklyn College SOE graduates. These Educator Evaluation Ratings provide a snapshot of how employers view the performance of graduates from BC SOE programs on average. While ratings are not reported if fewer than 6 graduates were observed, it should be noted that some programs only had 6 or a few more graduates observed, such that up to 17% of a sample could represent one single individual. That being said, the following ratings represent observations conducted in 2022-23 of Brooklyn College 2021-23 graduates. Overall, the evidence from employers suggests program completers are serving as effective educators, and BC SOE programs are examining cases where program completers were rated as developing.

<u>B.A. Programs</u>	<u>% Hi Effectv</u>	<u>% Effectv</u>	<u>%Developng</u>	<u>% Ineffectv</u>
Childhood Education (Grades 1-6) N=15	7%	93%	0%	0%
Childhood Education w/ Bilingual (Grades 1-6) N=6	0%	100%	0%	0%
Early Childhood Education/Special Education (Grades B-2) N=16	0%	94%	6%	0%
Early Childhood Education (Grades B-2) N=7	0%	86%	14%	0%
English (Grades 7-12) N=6	0%	100%	0%	0%

Earth Science (Grades 7-12) N=1	Low N	Low N	Low N	Low N
French (Grades 7-12) N=1	Low N	Low N	Low N	Low N
Spanish (Grades 7-12) N=6	17%	83%	0%	0%
Social Studies (Grades 7-12) N=8	25%	75%	0%	0%
<u>B.S. Programs</u>				
Childhood Education/Special Education (All Grades) N=0	Low N	Low N	Low N	Low N
Physical Education (All Grades) N=34	6%	94%	0%	0%
<u>B. Mus. Programs</u>				
Music Education (All Grades) N=6	17%	83%	0%	0%
<u>M.S.Ed. Programs</u>				
Childhood Education (Grades 1-6) N=48	13%	88%	0%	0%
Childhood Education w/ Bilingual (Grades 1-6) N=8	50%	50%	0%	0%
Secondary Education-Students with Disabilities Trans B (Grades 7-12) N=124	18%	82%	0%	0%
Childhood Education-Students with Disabilities (Grades 1-6) N=32	9%	88%	3%	0%
Childhood Education-Students with Disabilities Trans B (Grades 1-6) N=0	Low N	Low N	Low N	Low N
Secondary Education-Students with Disabilities (Grades 7-12) N=60	25%	75%	0%	0%
Early Childhood Education-Students with Disabilities (Grades B-2) N=3	Low N	Low N	Low N	Low N
Early Childhood Education-Students with Disabilities Trans B (Grades B-2) N=0	Low N	Low N	Low N	Low N
Childhood Education Trans B (Grades 1-6) N=0	Low N	Low N	Low N	Low N
Early Childhood Education (Grades B-2) N=19	5%	95%	0%	0%
Health Education (All Grades) N=0	Low N	Low N	Low N	Low N
Middle Childhood Education Math Specialist (Grades 5-9) N=2	Low N	Low N	Low N	Low N
Physical Education (All Grades) N=42	10%	86%	5%	0%
<u>M.A. Programs</u>				
Art Education (All Grades) N=13	8%	92%	0%	0%
English (Grades 7-12) N=27	30%	67%	4%	0%

French (Grades 7-12) N=0	Low N	Low N	Low N	Low N
Math Education (Grades 7-12) N=12	0%	100%	0%	0%
Middle Childhood Science Education (Grades 5-9) N=0	Low N	Low N	Low N	Low N
Music Education (All Grades) N=4	Low N	Low N	Low N	Low N
Spanish Trans B (Grades 7-12) N=0	Low N	Low N	Low N	Low N
Spanish (Grades 7-12) N=4	Low N	Low N	Low N	Low N
Social Studies (Grades 7-12) N=14	7%	93%	0%	0%
<u>M.A.T. Programs</u>				
Adolescent Science Education, Pre-Service (Grades 7-12) N=2	Low N	Low N	Low N	Low N
Adolescent Science Education, In-Service (Grades 7-12) N=8	0%	75%	25%	0%
Earth Science Education, Pre-Service (Grades 7-12) N=4	Low N	Low N	Low N	Low N
Earth Science Education, In-Service (Grades 7-12) N=0	Low N	Low N	Low N	Low N
<u>Advanced Certificate Programs</u>				
Bilingual Education (Grades 1-6) N=32	9%	91%	0%	0%
Art Education (All Grades) N=7	0%	100%	0%	0%
Reading Science (All Grades) N=0	Low N	Low N	Low N	Low N
Reading Science (Emergent Readers) N=0	Low N	Low N	Low N	Low N
Music Education (All Grades) N=7	14%	71%	14%	0%
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.				
Though New York State does not provide institutions of higher education data on employment, through enhancements to our partnership with the New York City Public Schools (NYCPS), we have been able to examine data on our program completers who either applied to and/or were granted employment in the NYCPS. We examine how many completers have either started or completed applications and follow up with emails to encourage the completion of open applications. NYCPS also provides us with data on the districts and areas in which Brooklyn College graduates have been hired. This gives us information we can use to encourage our completers to apply to high needs districts and areas. Data show that 281 graduates of the Brooklyn College SOE were hired by NYCPS during the 2024-25 hiring season, up from 266 in the previous year. Over half of graduates were hired in NYCPS Priority Districts (51%), and 10% of graduates hired were in the priority areas of Mathematics, Science, ESL, and				

Secondary Special Education. We look forward to the continued partnership between Brooklyn College and the NYCPS that will help us learn more about the employment trajectories of our graduates.
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.
We have been faced with several retirements from full-time faculty (3) and supporting staff (3) across various departments and are currently conducting several searches to address some of these vacancies. Continued fiscal constraints limit our ability to immediately replace a line that is vacant. This is placing considerable strain on many of the remaining staff and faculty in our SOE. The institution has granted two full-time faculty searches, an emergency substitute line for a staff position, three staff searches, three faculty substitute lines, and additional hours to part-time staff to cover additional staffing needs.

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
GPA	New York State regulations require that students: 1) have a minimum GPA of 3.0 to be accepted into their programs, 2) maintain a GPA of at least 3.0 in their programs in order to progress into Student Teaching, and 3) complete their programs with a GPA of at least 3.0 in order to graduate.	All candidates entered their programs with a minimum GPA of 3.0 in order to be accepted into the program. Application to Student Teaching in all programs requires a review of student records, at which point, GPA is checked to ensure that candidates have maintained a GPA of at least a 3.0 in order to be accepted into Student Teaching. Finally, candidates' records are again reviewed during application for graduation to ensure they have completed programs with a GPA of at least 3.0.

NYSED Certification Exams - EAS	Candidates must exceed state identified cut scores in order to pass the Educating All Students (EAS) exam and become certified in their field, and institutions must have at least an 80% pass rate for this exam.	Of the 615 Brooklyn College School of Education candidates who took the EAS in the past 2 years, 88% passed the exam and met this requirement for certification.
NYSED Certification Exams – CST & BEA	Candidates must exceed state identified cut scores in order to pass the various Content Specialty Tests (CST) and Bilingual Education Assessments (BEA) to become certified in their fields, and institutions must have at least an 80% pass rate for these exams.	For the majority of the 33 CSTs and BEAs taken by Brooklyn College candidates and graduates, 80% of takers or higher passed these exams. For 9 of these exams, pass rates did not meet the 80% mark. In some cases, challenges within programs may account for the dip in these pass rates, but in all of these cases, Program Heads are determining measures to take that may increase pass rates across students.

Student Teaching Observation	The Brooklyn College SOE programs with candidates who must take Student Teaching as a part of initial certification administer a culminating assessment which includes an observational evaluation. Programs determine the level at which students will be considered to have met expectations, and analysis is conducted to examine the percentages of candidates who are meeting or exceeding expectations across items and programs.	Candidates on average were rated as “Effective” by Student Teaching Supervisors across items on the Student Teaching Observation (STO), which reflects “Meeting Expectations”. The lowest average scores were for the items reflecting “Using questioning/prompts and discussion” and “Using assessment in instruction”. Candidates were rated highest on average for the items “Demonstrates content knowledge and pedagogy”, “Creating an environment of respect and rapport”, “Establishing a culture for learning”, and “Reflecting on teaching”. For most items, between 91.4% and 96.2% of candidates met or exceeded expectations on the STO, though 80% of candidates met or exceeded expectations on the item “Using questioning/prompts and discussion”, and 88.6% of candidates met or exceeded expectations on the item “Using assessment in instruction”. Program Coordinators are examining program preparation aiming to strengthen student teaching training in these areas.
Dispositions Assessment	Brooklyn College SOE educator preparation programs administer the BC SOE Dispositions measure, which currently contains 27 items across 8 domains. This measure was recently adopted as part of regular practice and	As part of the Brooklyn College SOE Teacher Performance Assessments (TPA), program supervisors rated candidates on a range of items related to professional dispositions on the BC SOE Dispositions measure. Scores ranged

	<p>the SOE has been working to implement the measure across programs. Each item is rated on a 1-4 scale with 4 representing “exemplary” and 1 representing “does not meet”. Candidates must score an average of 2.75 across items to pass and do not pass the assessment if they are rated with a score of 1 on any item.</p>	<p>from 2 (“Developing”) to 4 (“Exemplary”) on items relating to AAQEP Standard 1, including “Demonstrates knowledge of and adheres to professional standards”, with no ratings of 1 (“Does not meet”) given. Item means ranged from 3.4 to 3.8, suggesting that most candidates were rated between “Meets expectations” and “Exemplary” on professional dispositions items, and very few (from 1% to 9%) candidates received ratings of “Developing”, with many items in which no ratings of “Developing” were given. Candidates all reached the threshold of 2.75 required to pass the Dispositions Assessment, which reflects a small percentage of their overall TPA grade.</p>
Completer Survey	<p>The BC Department of Institutional Research and Data Science intermittently fields a Completer Survey with additional survey items added for School of Education graduates. The SOE items generally examine the extent to which completers rate their programs as having them knowledge, skills, and/or resources on a wide range of critical areas within the field of education. Completers rate each item on a 1-5 scale where 5 represents “very well” and 1 represents “very poorly”. Analysis examines the percentage of completers who rate their SOE program as having prepared them</p>	<p>In the most recent Completer Survey that was fielded, graduates responded to numerous items related to AAQEP Standard 1, including the extent to which they felt their programs provided them with sufficient knowledge, skills, and/or resources related to: an understanding of subject matter for their professional practice, a variety of teaching methods, learning theory and how it supports teaching practice, as well as the impact of language acquisition and development on learning, in addition to many other aspects of preparation for professional practice. On average, graduates</p>

	<p>“adequately”, “more than adequately” or “very well” across a range of professional outcomes.</p>	<p>responded that they felt between adequately and more than adequately prepared with various knowledge, skills, and/or resources related to professional practice, with means ranging between 3.42 and 4.05 across items related to AAQEP Standard 1. Additionally, between 81.9% and 94.2% of undergraduate completers, and between 76.9% and 93.8% of graduate completers responded across items that they had been “adequately”, “more than adequately”, or “very well” prepared by their BC SOE programs with knowledge, skills and/or resources related to professional practice, with only 1 case in where less than 80% of completers (76.9% of graduate completers) rated their preparation as adequate or better (which was on graduate completers view on their knowledge of the needs of multilingual learners). In general, completers of BC SOE educator preparation programs responded that they felt adequately, more than adequately, or very well prepared with the knowledge, skills, and/or resources related to professional practice in their fields.</p>
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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
Dispositions Assessment	Brooklyn College SOE educator preparation programs administer the BC SOE Dispositions measure, which currently contains 27 items across 8 domains. This measure was recently adopted as part of regular practice, and the SOE has been working to implement the measure across programs. Each item is rated on a 1-4 scale with 4 representing “exemplary” and 1 representing “does not meet”. Candidates must score an average of 2.75 across items to pass and do not pass the assessment if they are rated with a score of 1 on any item.	As part of the Brooklyn College SOE Teacher Performance Assessments (TPA), program supervisors rated candidates on a range of items related to professional dispositions on the BC SOE Dispositions measure. Scores ranged from 2 (“Developing”) to 4 (“Exemplary”) on items relating to AAQEP Standard 2, including “Demonstrates understanding and adjusts teaching and educational supports based on individual differences critical to understanding and learning”, with no ratings of 1 (“Does not meet”) given. Item means ranged from 3.4 to 3.8, suggesting that most candidates were rated between “Meets expectations” and “Exemplary” on professional dispositions items, and very few (from 1% to 9%) candidates received ratings of “Developing”, with many items in which no ratings of “Developing” were given. Candidates all reached the threshold of 2.75 required to pass the Dispositions Assessment, which reflects a small percentage of their overall TPA grade.
NYCPS Educator Evaluation Ratings	The New York City Public Schools (NYCPS) provide CUNY with observational ratings conducted by the employers of Brooklyn College SOE graduates. Graduates are rated on a 1-4 scale where 4 represents “Highly Effective” and 1 represents “Ineffective”,	The percentage of Brooklyn College SOE graduates who were rated by the NYCPS as “Effective” or “Highly Effective” educators ranged from 75% to 100% across programs, with only one program having under 80% of graduates rated as “Effective” or “Highly Effective”. Across

	and the BC SOE is provided with averages across items and across graduates of BC programs. Analysis examines the percentage of graduates who were rated as “Effective” or Highly Effective” across BC programs.	programs where data was provided, an average of 97% of BC SOE graduates were rated as “Effective” or “Highly Effective”, and no SOE graduates were rated as “Ineffective”. BC SOE programs are examining this data and using it in partnership with the NYCPS to strengthen program educator preparation.
Completer Survey	The BC Department of Institutional Research and Data Science intermittently fields a Completer Survey with additional survey items added for School of Education graduates. The SOE items generally examine the extent to which completers rate their programs as having them knowledge, skills, and/or resources on a wide range of critical areas within the field of education. Completters rate each item on a 1-5 scale where 5 represents “very well” and 1 represents “very poorly”. Analysis examines the percentage of completers who rate their SOE program as having prepared them “adequately”, “more than adequately” or “very well” across a range of professional outcomes.	In the most recent Completer Survey that was fielded, graduates responded to numerous items related to AAQEP Standard 2, including the extent to which they felt their programs provided them with sufficient skills related to: effectively engaging with local school, cultural, and socioeconomic communities, using evidence-based practices with diverse learners, as well as creating productive learning environments with high levels of student engagement in diverse contexts, in addition to many other aspects of preparation for professional practice in diverse contexts. On average, graduates responded that they felt between adequately and more than adequately prepared with various skills related to professional practice in diverse contexts, with means ranging between 3.54 and 3.96 across items related to AAQEP Standard 2. Additionally, between 85.4% and 92.5% of undergraduate completers, and between 83.3% and 94.3% of graduate completers responded across items that they had been “adequately”, “more than adequately”, or “very well” prepared by their BC SOE programs with

		skills related to professional practice in diverse contexts. There were no cases in which less than 80% of completers rated their preparation as adequate or better. In general, completers of BC SOE educator preparation programs responded that they felt adequately, more than adequately, or very well prepared with skills related to professional practice in diverse contexts.
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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.

Growing our Culture of Assessment and Processes

We remain deeply committed to strengthening our culture of assessment and improving our assessment processes. Our Faculty Associate to the Dean has worked with our departments and individual programs to work on how they are collecting the Teacher Performance Assessments, making sure that they are maximizing how they are using their rubrics and collecting data at the item level. In collaboration with our certification officer, the Faculty Associate to the Dean has also been working to improve the data collection on our student teachers, in preparation for continuing our contact with them as they move along their career.

NYCPS Partnerships - EdPrep

New York State has had areas of teacher shortage for many years now. Currently, the situation in New York City is even more pressing, since the New York City Public Schools (NYCPS) is bound by the 2022 Class Size Law. Governor Kathy Hochul signed Senate Bill 9460/Assembly Bill A10498 on September 8, 2022. This law requires that classroom sizes, by 2028, must be capped at the following numbers: K-3 at 20 students, 4-8 at 23 students, and high school at 25 students. Compliance to these goals is tied to funding. Our Brooklyn College School of Education has been working with NYCPS to increase the teacher pipeline so that quality teachers can be hired in our public schools' classrooms. Our SOE meets regularly with NYCPS to discuss student teacher placement in high needs schools, supporting graduating students in their employment applications, and look for additional opportunities.

One new program to increase the pipeline through an alternative certification pathway is [Ed Prep NYC](#). It is an accelerated teacher preparation program for currently NYCPS-employed substitute teachers and paraprofessionals. Participants earn master's degrees (benefiting from subsidized tuition) and become certified teachers in high-need subject areas. Brooklyn College has accepted around 180 students for masters in Bilingual Education and Special Education, to start now in Spring 2026.

Health Teacher (P-12) M.S.Ed.

In collaboration with faculty across various departments, Brooklyn College now has a Master of Science degree in education to prepare students to become health teachers. A minimum of 30 credits is required for the degree, with students completing 6-18 credits in the Department of Health and Nutrition Sciences and 12-24 credits in the School of Education (Department of Secondary Education).

Participation in the CITE Program

Our School of Education has enthusiastically integrated into [CUNY's Computing Integrated Teacher Education \(CITE\) Program](#), a four-year, multi-million initiative to support CUNY teacher education programs to prepare educators to equitably and meaningfully integrate computing and digital literacies into public school classrooms. In Sept 2023, CUNY schools/departments of education were invited to respond to a request for proposals to strategically incorporate CITE Learning Goals into teacher education programs, aligned with the CITE mission and desired outcome: that 80% of teacher candidates enrolled in an education department or SOE will experience meaningful, equitable, and coherent CITE integrations across all components of their degree program [by 2026]. Faculty from our Childhood, Bilingual, and Special Education (CBSE) and Secondary Education (SEED) departments participated in this initiative, engaging in professional development and curricular development. In addition to integrating computing and digital literacy skill development into our pre-service programs, our faculty also participated in providing a micro credential to in-service teachers in this area. In Sept 2024, CUNY schools were invited to apply for FY25 renewal funding to make further progress towards this goal. Our CBSE faculty successfully obtained grant funding to move forward with program implementation within their degrees. This past September 2025, our SOE faculty obtained yet another grant to continue to develop and expand existing lines of work within departments. Our Educational Leadership program will begin to work on alignment to CITE-values and goals, and the larger SOE will continue to work on developing community and awareness around CITE-related events across departments and SOE Faculty and Students.

Secondary STEM Education - 4+1 Programs

Our faculty Mathematics and Science Education have revised their Secondary Education minor curriculum to pave the path for undergraduates with degrees in science or math and a minor in Education to be accepted into graduate programs leading to

certification and be able to finish in an expedited way. NYS and NYCPS have a long-standing STEM teacher shortage, and we hope this revision will help increase the pipeline for educators in these areas and ease the path towards speedy certification.