A4.1.3 NYC Public Schools Hiring Report Analysis

External Validation of Employer Satisfaction for Advanced Programs

Overview

The NYC Public Schools Office of Teacher Recruitment and Quality (TRQ) 2025 Hiring Report provides external, third-party validation of employer satisfaction with Adelphi University program completers. This data supplements the EPP's direct employer surveys by offering large-scale hiring district perspectives on graduate preparedness. The report includes New Teacher Survey results that directly address CAEP RA4.1 criteria for employer satisfaction with completer preparation.

Hiring Data Summary: Advanced Programs

In the 2025-2026 hiring season, 110 Adelphi graduates were hired through traditional pathways in NYC Public Schools, representing a **28% increase** from the prior year (86 hires in 2024-2025). The following table shows hires in advanced program certification areas:

Certification Area	New Hires	Shortage Subject
CB/Early Childhood	24	No
Physical Education	23	No
Special Education - Primary	14	Yes
Special Education - Secondary	4	Yes
ESL (Literacy-related)	3	Yes
Total Advanced Program Hires	**68**	**21 (31%)**

Note: NYC did not provide disaggregated data by initial vs. advanced for two program sets: Childhood (initial)/Early Childhood (advanced) and Physical Education (initial and advanced).

Employer Satisfaction: New Teacher Survey Results

The NYC Public Schools New Teacher Survey provides employer-perspective data on program effectiveness. Survey respondents (N=53) rated their preparation across multiple dimensions:

Overall Program Effectiveness (Figure 12)

Effectiveness Rating	Count	Percent
Very effective	10	19%
Effective	26	49%
Somewhat effective	12	23%
A little effective	4	8%
Not at all effective	1	2%
Effective or Very Effective (Combined)	**36**	**68%**

Preparation for Diverse P-12 Students and Families (Figure 16)

The New Teacher Survey specifically addresses preparation to work with diverse student populations and families, directly meeting CAEP RA4.1 requirements:

Preparedness Area	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Engage all students, including students with disabilities and multi-language learners, in meaningful learning experiences	**88.7%**	11.3%
Create assessments that allow diverse learners to demonstrate their learning	**88.7%**	11.3%
Communicate effectively with parents and families of diverse backgrounds about classroom expectations, results and school procedures	**79.2%**	20.8%
Create an inclusive and organized structure for my classroom	**96.2%**	3.8%
Build meaningful relationships with my students	**98.1%**	1.9%

Alignment with RA1.1 Criteria

Additional New Teacher Survey items provide employer-perspective data on RA1.1 competency areas:

RA1.1 Component	Survey Item	% Agree
Learner & Learning	Understand student behavior	88.6%
Content Knowledge	Design lessons that meet specific objectives and content standards	92.5%
Instructional Practice	Identify instructional strategies, materials, and planned supports	94.3%
Professional Responsibility	Reflect on teaching practice and determine next steps	94.3%
Assessment	Give meaningful feedback to students	96.2%
Impact on Learning	Increase my students' learning	92.4%

Workforce Diversity Indicators

The report provides additional context on program completers' contributions to workforce diversity and high-need settings:

- **32%** of Adelphi new hires identify as persons of color

- **83%** of graduates were hired in priority (high-need) districts
- **81.9%** of applicants were deemed eligible for hire by NYCPS
- **93%** agreement that student teaching prepared graduates for first year (Strongly Agree + Agree)