

2025 NYCPS School Opening Hiring Report: Adelphi University

Overview & Purpose

The Office of Teacher Recruitment and Quality (TRQ) is releasing its annual school opening hiring report for 2025. This report provides data on the nature and scale of **Adelphi University's** contributions to the new teacher pipeline, and specifically how graduates from **Adelphi University** are transitioning into the new teacher workforce in New York City Public Schools. The data reflects new teacher hires from traditional preparation programs, not alternative certification programs.

110 graduates of your teacher preparation program(s) were hired through traditional pathways in the 2025-2026 hiring season, out of a total of **~6600** new hires in district schools. By comparison, **86** were hired in the 2024-2025 hiring season, out of **~5000** total new hires in district schools in the 2024-2025 hiring season. Please note that this data reflects new hires up until the close of each hiring season on October 31st, to account for additional hires that are made after the first day of school.

For questions about the data in the report, please contact the External Partnerships Team via the [Online Support Center here](#). If you would like to schedule time to speak with our team about this report, [you may schedule time here](#).

Guiding Questions for Reflection

We greatly appreciate your thoughtful review of the data contained in this report and hope that it facilitates ongoing reflection on how graduates from your institution are transitioning into the new teacher workforce in NYC Public Schools. The questions below are meant to support your individual reflection and will be used to frame follow-up conversations between **Adelphi University** and TRQ. Please use the below to complete the [Hiring Report Reflection Survey here](#).

- Which districts hired more of your graduates than others, and how are you currently partnering with those districts? What opportunities does this present for further collaboration? (Figure 1)
- Where do you see alignment or misalignment between the placement of student teachers, and where they are ultimately hired? (Figures 1 & 9) Are at least 40% of student teachers placed in priority districts? (Figure 8)

Please continue to use the [results of the NYCPS Host School Interest Survey](#) to support your fieldwork and student teaching placements.

- How are graduates from your institution contributing to the diversification of the teacher workforce? Are diverse graduates from your institution applying to teach in NYCPS and

becoming eligible for hire? How do these numbers compare to your knowledge of your own student body? (Figures 3 & 5)

- How does the number of applications started compare to your knowledge of the scale of your graduates and their degree of interest in teaching in NYCPS? (Figure 4) What do you attribute to the divergence, if any, between the number of graduates and the number of NYCPS teacher applicants and hires from your institution?
- Does the pool of applicants reflect NYCPS priorities in terms of subject area? (Figures 2 & 3) How are you thinking about scaling programs to meet NYCPS hiring needs?
- What opportunities does the data in this report present for further collaboration that will support your graduates in finding a fulfilling career in NYCPS?
- Based on the New Teacher Survey reflection questions, how effective was your EPP in preparing your graduates for their first year of teaching? (Figures 12, 15 & 16) Where are there areas for improvement?

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SY 25-26 Hiring Data

Traditional New Hire Data

The data below illustrates the degree to which graduates from your institution contributed to the new teacher pipeline in the 2025-2026 hiring season. The data is broken down by districts and subject area to show the distribution of your graduates within the new hire pool. We have indicated “priority” districts, which are the districts TRQ has identified for prioritized support based on scale of their hiring needs and vacancy rates at school opening. In keeping with our commitment to diversify the teacher workforce, we have also provided data on the percentage of new teachers who are graduates of your institution and identify as persons of color.*

**In this report, a person of color (POC) refers to anyone with a self-reported ethnicity that is not white or unknown.*

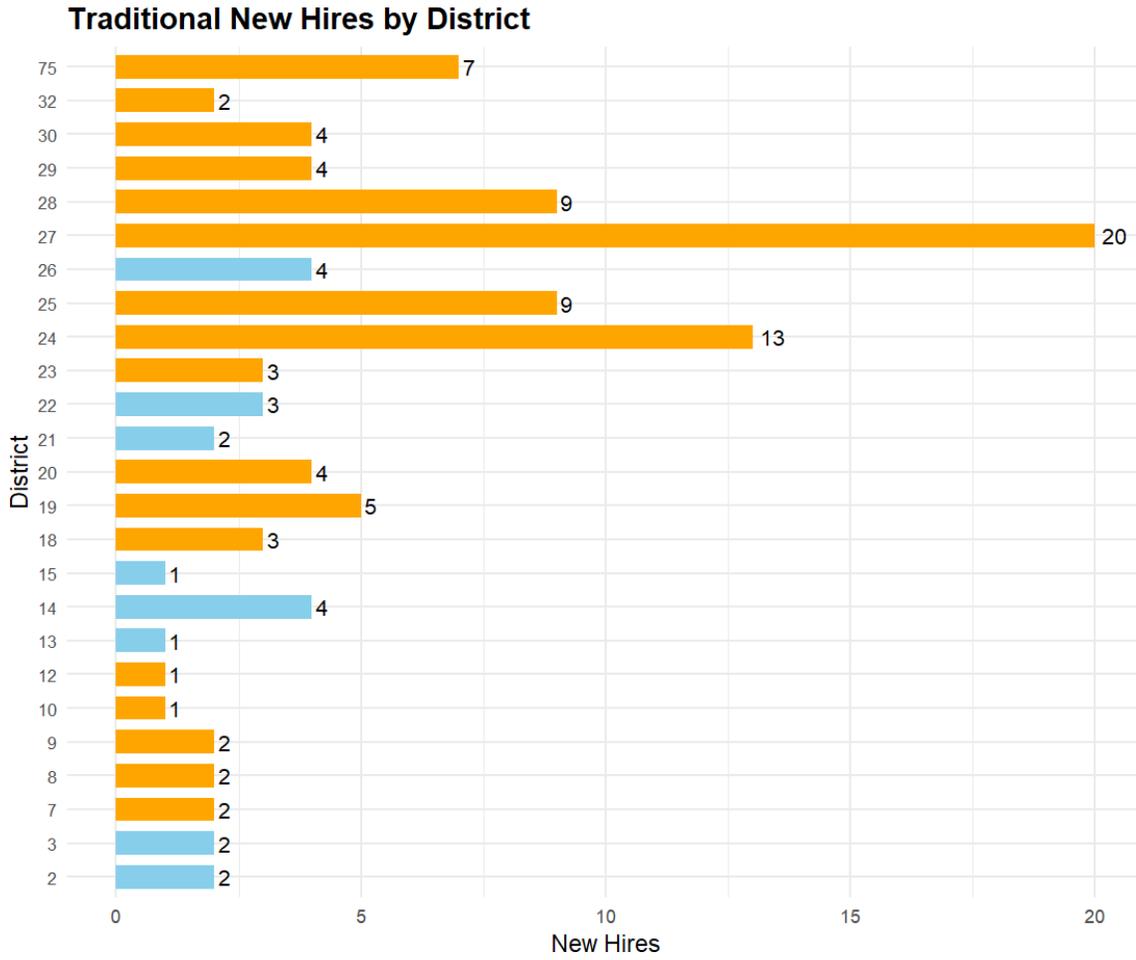
Traditional New Hires:

Figure 1: New Hires by district with priority districts indicated

Figure 2: New Hires by subject with shortage subjects indicated

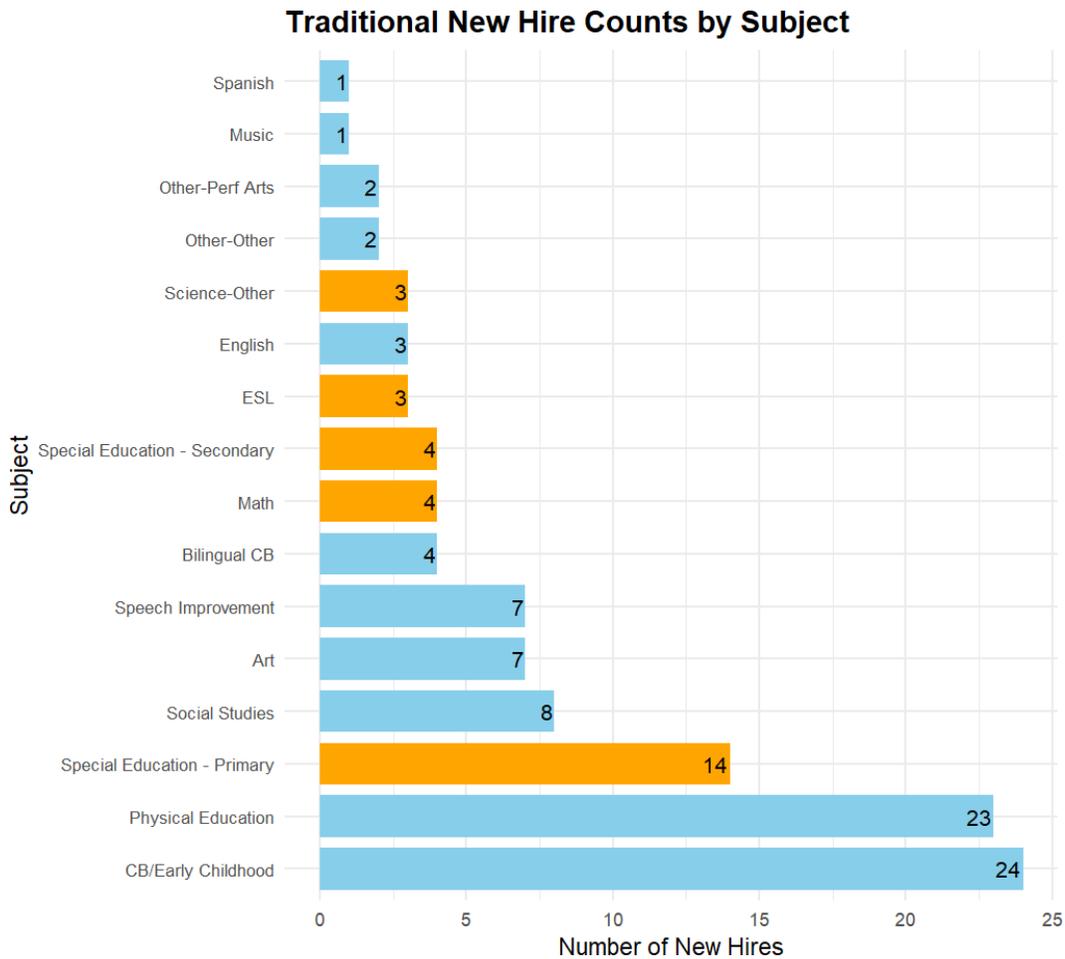
Figure 3: Percent New Hires Priority district vs not; shortage subject vs not; POC vs not

Figure 1



***Priority Districts Indicated in Orange*

Figure 2



***Shortage Subjects Indicated in Orange*

Figure 3

New Hires by District Type, Subject Type, and POC Status

Metric	Priority	Non-Priority	Shortage	Non-Shortage	POC	Non-POC
New Hire Count	91	19	28	82	35	75
Percentage	83%	17%	25%	75%	32%	68%

Recent Graduate Traditional Application Data

The data below illustrates the number of applicants who identified as recent graduates from your institution, and how they progressed through the stages of the New Teacher Application for

NYCPS in the 2025-2026 hiring season. By our definition, recent graduates are applicants with a graduation date within 2 years of the start of school.

This data further clarifies the subset of graduates from your institution that was pursuing a career in NYCPS and eligible for hire. NYCPS determines hiring eligibility based on evidence that the candidate is on track to hold teacher certification in New York State by the start of school.

Recent Graduate Traditional Application Data:

Figure 4: Conversion Rates (i.e. recent graduate teacher applications that converted into new hires)

Figure 5: Percentage POC vs Not of Applicants Eligible for Hire

Figure 6: Percentage of Shortage Subject vs Not of Applicants Eligible for Hire

**Please note subject application data is duplicative as an applicant can have more than one subject.*

Figure 4

Summary of Recent Graduate Teacher Applications

Metric	Started Application	Submitted Application	Eligible for Hire
Count	149	136	122
Percentage	100%	91.3%	81.9%

Figure 5

Percentage of POC and Non-POC Recent Graduate Applications Eligible for Hire

Applicant Type	Applicant Count	Percentage
Non-POC	96	79%
POC	26	21%

Figure 6

Percentage of Recent Graduate Applications for Shortage Subjects Eligible for Hire

Subject Type	Applicant Count	Percentage
Non-Shortage Subject	129	81%
Shortage Subject	31	19%

Student Teacher Data

NYCPS is pleased to host clinical experiences for student teachers that serve as effective onboarding experiences into the profession. Effective clinical preparation allows student teachers to gradually assume responsibilities that mirror the expectations of first-year teachers. As such, TRQ and our district partners strongly value clinical experiences in or near the schools and districts where student teachers are most likely to be hired, so that the experience also

allows students to become acclimated to the unique characteristics of the communities they will serve.

Below is a report back of the data you provided TRQ on the student teachers you have placed in NYCPS in the Fall 2025 semester.

Student Teacher (from University Roster)

Figure 7: Unique number of student teachers from university roster

Figures 8: Percent of Student Teacher Placements in Priority Districts Fall '25 and Fall '24

Figure 9: Student Teacher Placements by District

Figure 10: Unique number of Cooperating Teachers from university roster

Figure 11: Count of Cooperating Teacher Trainings Completed

**Please note that a Student Teacher can have more than one placement.*

Figure 7

Total Student Teachers on University Roster

Student Teachers
7

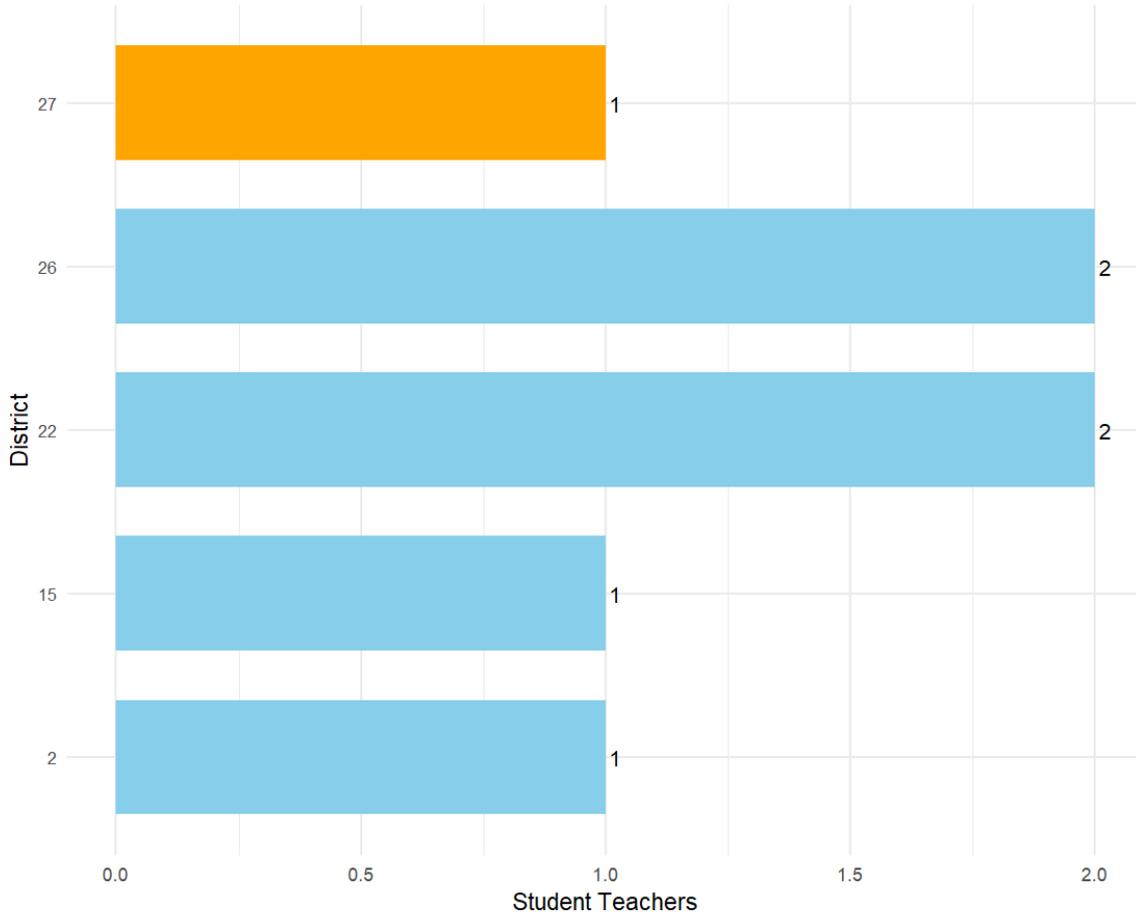
Figure 8

Comparison of Student Teacher Placements in Priority vs. Non-Priority Districts, Fall '24 vs. Fall '25

District Type	Fall '24 Number of Student Teachers	Fall '24 Percentage	Fall '25 Number of Student Teachers	Fall '25 Percentage
Priority District	3 <i>*please note, IHE previously provided alt cert teachers in roster. Number above has been updated from last year's report.</i>	100%	1	14%
Non-Priority District	0	0%	6	86%

Figure 9

Student Teacher Placements by District



***Priority Districts Indicated in Orange*

Figure 10

Total Cooperating Teachers on University Roster

Cooperating Teachers
11

Figure 11

Unique Cooperating Teachers Trained by Provider

Training Type	Count
IHE	11

*Some training data was left blank.

New Teacher Survey

The New Teacher Survey is a bi-annual survey sent to first year teachers to better understand and improve their experiences and preparation. Respondents answered questions on the level of effectiveness of their educator preparation program. If respondents indicated they were a student teacher, they received questions on their student teaching and cooperating teacher experience.

Figure 12

Overall, how effective was your educator preparation program in preparing you for your first year of teaching?

Effective_Scale	Count	Percent
Very effective	10	19%
Effective	26	49%
Somewhat effective	12	23%
A little effective	4	8%
Not at all effective	1	2%

Figure 13

To what extent do you agree with the following statement, My student teaching experience prepared me for my first year of teaching?

Agreement_Scale	Count	Percent
Strongly Agree	18	67%
Agree	7	26%
Disagree	1	4%
Not Applicable	1	4%

Figure 14

To what extent do you agree with the following statement, My cooperating teacher supported my growth as a teacher?

Agreement_Scale	Count	Percent
Strongly Agree	33	62%
Agree	12	23%
Disagree	1	2%
Strongly Disagree	4	8%
Not Applicable	3	6%

Figure 15

To what extent do you agree with the following statement, My coursework prepared me for my first year of teaching?

Agreement Scale	Count	Percent
Strongly Agree	16	30%
Agree	26	49%
Disagree	5	9%
Strongly Disagree	5	9%
Not Applicable	1	2%

Figure 16

As a result of my teacher preparation experience, I felt sufficiently prepared to do the following:

Preparedness Area	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Build meaningful relationships with my students	39.6%	58.5%	1.9%	0%
Communicate effectively with parents and families of diverse backgrounds about classroom expectations, results and school procedures	22.6%	56.6%	17%	3.8%
Create an inclusive and organized structure for my classroom	26.4%	69.8%	1.9%	1.9%
Create assessments that allow diverse learners to demonstrate their learning	20.8%	67.9%	9.4%	1.9%
Design lessons that incorporate elements of the Science of Reading	24.5%	50.9%	17%	7.5%
Design lessons that meet specific objectives and content standards in my subject area and/or grade level	30.2%	62.3%	3.8%	3.8%
Engage all students, including students with disabilities and multi-language learners, in meaningful learning experiences	32.1%	56.6%	9.4%	1.9%
Establish effective strategies to maintain positive classroom culture	24.5%	67.9%	5.7%	1.9%
Give meaningful feedback to students	28.3%	67.9%	1.9%	1.9%
Identify instructional strategies, materials, and planned supports that are appropriate for my students	28.3%	66%	5.7%	0%
Increase my students' learning	24.5%	67.9%	5.7%	1.9%

Preparedness Area	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Reflect on my teaching practice and determine next steps towards continued improvement	35.8%	58.5%	3.8%	1.9%
Start teaching at the beginning of the school year	26.4%	64.2%	7.5%	1.9%
Understand student behavior	22.6%	66%	11.3%	0%

Next Steps

The reflection questions above (page 1) are meant to guide your review of this information. To that end, we request your completion of the [Hiring Report Reflection Survey here](#) by February 27th, 2026. This is an opportunity for you to individually reflect on your data and set goals around areas for growth. If you would like to schedule time to speak with our team about this report, [you may schedule time here](#).