AAQEP Annual Report for 2024

Provider/Program Name:	Russell Sage College
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The college's motto, "To Be, To Know, To Do" has been extended by the Esteves School of Education (ESE) to form the basis for its programs' Conceptual Framework. We expect Sage candidates:

To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

- Understand self in relation to learners, their families, and the local and global community, particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender
- Use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families, and other community members
- Improve society by modeling and using democratic practices in their settings

- Demonstrate a commitment to substantive self-reflection, consideration of quantifiable and qualitative data, on-going learning and professional development

II. To know curricular content and models of instruction, including technology and its application, Sage candidates will:

- Demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions
- Use knowledge in their designated fields to inspire learners to grow and to meet high standards
- Employ/promote pedagogical/counseling/leadership practices that engage learners in active ways
- Demonstrate knowledge in their content areas ensuring maximum achievement for all learners.

III. To do what is necessary to ensure the success of all learners–and to collaborate with families/community members in respectful, culturally responsive ways, Sage candidates will:

- Engage in reflective practices
- Demonstrate a positive, respectful view of learners, their families, communities, and colleagues; listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment
- Model ethical behavior and active citizenship; promote the success of all learners through advocacy, action, and the development of leadership throughout the community
- Build trust and garner support for a vision of inclusive schools that value diversity.

The ESE Conceptual Framework reflects the mission of the college as well as the InTASC standards, NYS teaching standards, and the Professional Standards for Educational Leaders (PSEL). The basic concepts of the Conceptual Framework are technology, best practices, inclusion and diversity, reflection, technology, and service learning (T-BIRDS). These key concepts are described through the following elements:

- *Technology*: Candidates will acquire the skills, knowledge in using technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- *Best Practices*: Candidates will utilize the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient in teaching all learners.
- *Inclusion and Diversity*: Candidates will demonstrate the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- *Reflection*: Candidates will demonstrate the ability to reflect and assess their effectiveness and to systematically make

adjustments to improve and strengthen areas needing attention.

- *Dispositions*: Candidates will demonstrate respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- *Service Learning*: Candidates will use strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

The following programs are encompassed in our AAQEP review

Bachelor of Science, Childhood Education, Childhood and Early Childhood Education (B-6), Childhood and Early Childhood Education with 7-9 Extension (B-9)

Bachelor of Science, Childhood Education/Early Childhood Education/Special Education

Bachelor of Science, Physical Education

Master of Arts in Teaching, Art Education

Master of Science in Education, Literacy Specialist

Master of Science in Education, Special Education

Master of Science, Childhood/ Special Education

Master of Science, Childhood/ Literacy Specialist

Master of Science, Special Education/Literacy Specialist

Master of Science, School Health Education

Master of Science, Sport Science: Coaching and Mental Performance

Master of Science, Professional School Counseling

Master of Science, Professional School Counseling with Counseling Services

Master of Science, Professional School Counseling with Inclusive Practices

Advanced Certification, Professional School Counseling

Advanced Certification, Instructional Leadership (SBL/SDL)

Advanced Certification, School District Business Leader (SDBL)	
Doctor of Education (EdD), Educational Leadership	

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.sage.edu/academics/schools/education/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (Fall 2024)	**Number of Completers** in most recently completed academic year (2023-2024 AY)
Programs that lead to initial teaching credentials			
Childhood Education, B.S. (Includes Child Ed, Child/Early Child Ed, Child/Early Child/SpEd)	Childhood Education Gr B-6 Special Education P-12	75	7
Physical Education, B.S. (includes Phys Ed and students in PhysEd/Health Ed dual program)	Physical Education P-12	77	9
Childhood and Early Childhood Education with 7-9 Extension	Childhood Education Gr B-6 Middle Childhood Education 7-9	17	0
Total for programs that lead to initial credentials		**169**	**16**

Programs that lead to additional or advanced credentials for already-licensed educators			
Childhood Educ/ Special Education, M.S.	Childhood Educ 1-6/ Special Education 1-6	6	4
Childhood Educ/ Literacy Education, M.S.	Childhood Educ 1-6/ Literacy Educ (B-5/6-12)	10	6
Literacy Education / Special Education, M.S.	Literacy Educ (B-5 or 6-12) /Special Educ (1-6)	4	3
School Health Education, M.S.	School Health Education P-12	12	9
Special Education, MSED	Special Education 1-6	21	0
Literacy Education, MSED	Literacy Education B-5 or 6-12	6	5
Art Education, MAT		13	8
Sport Science: Coaching and Mental Performance, MS		27	0
Total for programs that lead to additional/advanced credentials		**99**	**35**
Programs that lead to credentials for other school professionals or to no specific credential			
Professional School Counseling, School Counseling with Counseling Services, Prof. School Counseling with Inclusive Practices, M.S./Adv. Cert	Professional School Counseling P-12 Adv Cert	33	16
School District Business Leader	SDBL Adv Cert	18	0
Instructional Leadership (SBL/SDL)- Albany	School Building leader (SBL) Adv Cert School District Leader Adv Cert	35	0
Instructional Leadership (SBL/SDL)- CITE	School Building leader (SBL) Adv Cert School District Leader Adv Cert	467	1
Educational Leadership, EdD (Albany, NYC, and LI)	School District Leadership Adv Cert	116	31
Total for additional programs		**669**	**48**

TOTAL enrollment and productivity for all programs	**937**	**99**

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.)

The following programs were added in the 2023-2024 academic year:

Advanced Certification, Instructional Leadership (SBL/SDL)

Advanced Certification, School District Business Leader (SDBL)

Childhood Education/Early Childhood Education/Special Education

The following programs were changed due to meet NYS requirements:

Special Education B-6 became Special Education P-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.
937
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.
99

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.

97

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.

Cohort Completion Rates at Russell Sage College
Undergraduate 4 yr Completion Rate (2018 cohort) - 44%
Undergraduate 6 yr Completion Rate (2018 cohort) - 56%
Education Majors Completion Rates at Russell Sage College
Average time to completion for completing an Education Major
Undergraduate students (2022-23 grads) = 4 years
Master's students (2022-23 grads) = 2.75 years
Doctoral Cohort Completion Rates- In the history of the program, 83% of Educational Leadership Doctoral Students complete on time. 88% graduate within 7 years. In 2023-2024 academic year, 90% of graduating candidates completed on time.

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%.

NYS Teacher/Administrator Certification Exam	Test Number	Number of Russell Sage Education Students Taking Exam	Russell Sage Education Students Pass Rate (2023-24)
EAS- Educating All Students	201	23	91
Content Specialty Test (CST)- SWD	060	5	100
CST-Literacy	065	1	100
CST-Health Education	073	3	67
CST-Physical Education	076	13	54
CST-Multi-Subject I (1-6)	221	13	100
CST-Multi-Subject II (1-6)	222	18	78
CST-Multi-Subject III	245	1	100
Multi-Subject 1	241	1	100
Multi Subject II	244	1	100
MultiSubject III (Arts and Sciences	245	13	100
School District Leadership I	103	0	Na

| School District Leadership II | 104 | 0 | Na | |

When a passing rate falls below 80%, we look at the students who did not pass and determine a couple of things:

1. (1) Is it 1-2 students who bring the average down (as in the case of the Health Ed, where 1 student did not pass out of 4 bringing the passing rate to 75%)?
2. (2) Who are the students who did not pass the test?
3. (3) When did they take the test and are they likely to repeat the test? (For example, a student who takes the test in May/June/July and fails, may take it again in later and pass but the passing rate would be reflected in the next year's report)

As we are small enough to know students individually, we are able to work directly with a student to help them get the study materials they need to pass the next time, we offer test prep classes, and all faculty offer individualized help to guide students through a test.

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

We collect evidence on program completer's GPAs, core course grades, dispositions, and from alumni surveys. Findings from a variety of stakeholders indicate that completers are prepared for their professional roles and on the whole, our programs' completers (teachers, counselors, and educational leaders) are reflective, work well with a variety of stakeholders, are able to engage in professional practices in a variety of settings, and have knowledge about culture, diversity, and contexts of their work environment.

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

During the 2021 AAQEP site visit and review, the review team met with current employers of Sage alumni. They reported that Sage completers hired from all programs were prepared for their professional roles. Qualitative evidence from subsequent advisory council members, participants in Russell Sage College education events, and conversations with employers indicates that employers find that Sage completers were prepared as professionals and with necessary knowledge and skills to perform in their respective fields.

H. Narrative 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.

The Esteves School of Education investigates employment rates for program completers in a variety of ways. In our Professional Education Programs, we send an alumni survey to all graduates in which we determine what kinds of contexts our graduates are working in. We also maintain a voluntary database of graduates and their places of employment. In our Educational Leadership Program, we also send alumni surveys to graduates to gather information on places of employment,

program satisfaction, and recommendations for improvement. We maintain a detailed database of all graduates and places of employment and promotions. We also publish an annual newsletter where we provide information from graduates and current students about promotions, job moves, and publications/presentations.

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
EDL Dissertation Assessment (1a, 1b, 1c)	95% of candidates achieve accepted or above on a four point scale (Accepted with no revisions, Accepted with Minor Revisions, Accepted with Major Revisions, Not Accepted) on the written dissertation and presentation at the defense.	100% of 28 candidates who completed in 2023-24 achieved accepted on the 4 point scale. 26 (93%) were accepted with minor revisions 2 (7%) were accepted with major revisions
Candidate Dispositions (1a, 1b, 1c, 1d, 1f)	85% of candidates are rates at meets or exceeds standard.	2023-24 Disposition Data 100% of all Professional Education Program undergrad and graduate candidates met or exceeded program disposition standards. 100% of all graduating EDL doctoral candidates met or exceeded all program disposition standards
Core Course Grades (1a, 1b, 1c, 1d)	90% of all students will earn a B or higher in core courses for their program	In 2023-24, 98% of EDL students earned a B or higher in core courses for the doctoral program.

Field Experience Rubric Assessment (1a, 1b, 1c)	90% of PEP candidates will achieve a meets or exceeds target expectations on	98% of PEP candidates **met or exceeded expectations in Field Experiences** in Fall 2024 in all standards and domains assessed.

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Alumni Surveys (2b, 2c, 2e, 2f)	80% of respondents will agree or strongly agree with statements about completer skills/knowledge/dispositions that they gained in their respective programs.	2022-2023 EDL Alumni Survey results* (percentage across various cohorts who agree/strongly agree): Program completers indicate that they are: • Collaborative - 100% • Reflective - 100% • Prepared to understand and influence larger political, social, and cultural contexts of their workplace - 96% Prepared to engage in culturally responsive practices – 100%
Cumulative GPA at Graduation (2c)	90% of undergraduate candidates graduate with a GPA of B or higher. 90% of advanced degree candidates graduate with a GPA of B or higher	100% of all completers in all programs (2023-2024) met their program's requirements for cumulative GPA
Educational Leadership End of Program Focus Group (2e)	This qualitative assessment is used by the program to gather feedback on candidates' experiences as they are	Candidates on the verge of completion (August 2024) report that the EDL program is a strong cohort based model

	finishing with the program. Questions are asked about strengths of the program, things that candidates would change and other feedback.	with multiple layers of support, valuable course material and faculty experience. Candidates reported that key strengths of the program included collaboration, networking, research (conducting and using), and ability to apply learning in practice immediately.

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.

All Professional Education Programs and the Educational Leadership Program in the Esteves School of Education earned full accreditation for 7 years in Summer 2021. The Rationale provided for the accreditation by the AAQEP Accreditation Commission was:

"*The Commission evaluated the programs' evidence for each AAQEP standard and determined that all four standards are met. The programs' completers are prepared to work effectively as professional educators and are able to adapt to different contexts and to grow professionally. The programs have the capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates, and they engage with stakeholders and partners to strengthen the P-20 education system.*

The strong relationships among the programs' leaders, faculty, candidates, and external partners and stakeholders forge a widely shared sense of identity and purpose. These intentional connections undergird a culture of commitment to the success of all candidates and serve as a model for program graduates, who go on to teach and to provide diverse leadership to P-12 school systems in the Capital Region and across the State of New York."

The Esteves School of Education is committed to creating and maintaining a culture of continuous improvement. To that end, we have committed to improve data collection consistency, assessing partnerships, revising data collection instruments, providing more opportunities for completer and employer feedback, gathering more consistent recruitment and completer data.

In the 2023-2024 academic year, the Esteves School of Education (ESE) graduated 99 education professionals- teachers, counselors, and leaders. These professional educators are academically and professionally prepared for real-life work

experiences and are prepared to be reflective and thoughtful educators with a goal of promoting diversity, equity, and inclusion for ALL students, staff, and other stakeholders. This is evidenced by course grades, internship/field experience grades, and final GPAs. Additionally, faculty and field experience supervisors assessed candidate dispositions (use of technology, professional knowledge, 21st century skills, reflection, research, diversity and inclusion, and service) and found that nearly all (98-99%) of all students met program requirements. Further evidence is found in surveys, focus groups and program retention which demonstrates that students feel successful, prepared, and ready to proceed into professional roles.

The 2023-2024 academic year was a year of great change for the ESE. With the closing of a neighboring college, we brought in hundreds of students to help them complete their degree in Spring and Summer 2024. In addition, we added new graduate programs in Educational Instructional Leadership (Advanced Degree – School Building Leader and School District Leader and School District Business Leader programs). These help the capital district area of NYS by filling a hole left by the neighboring college and has led to an increase of hundreds of students in these programs across NYS. As there are multiple educational leadership openings in NYS and particularly in NYC, this will help with that void in the marketplace.

In addition, we have grown our programs in Sport Science, Childhood Ed, Art Education, and now offer the first program where students can earn certification in three key areas- Childhood Ed, Special Ed, and Early Childhood Education.

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. Note that providers may focus their work 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 2024-25 year	Continue collecting data related to Standard 1 (2025 standards) in preparation for Spring 2028 visit.
Actions	Revise alumni survey to meet additional needs of growth of programs. Distribute survey in early summer semester 2025. Continue collecting data on core course grades, dispositions, GPA, field experience work.
Expected outcomes	Candidates will continue to receive high quality education preparing them for their work in the field.
Reflections or comments	Adding and growing will require assessing if new ways of measuring success are needed.
	Standard 2
Goals for the 2024-25 year	Continue collecting data related to Standard 2 (2025 standards) in preparation for Spring 2028 visit.
Actions	Continue continuous improvement efforts around standard 2. The focus of our work is on Positive Education- bringing this to all grad and undergrad programs. Additionally, we are highlighting DEI and SEL efforts in schools and focusing on preparing educators who can take care of themselves as well as helping others.
Expected outcomes	Continue collecting data on core course grades, dispositions, GPA, field experience work.

Reflections or comments	Candidates will continue to receive high quality education preparing them for their work in the field.
	Standard 3
Goals for the 2024-25 year	Mentor new faculty and provide additional training to all faculty
Actions	As people have retired or been promoted, faculty development continues to be a priority. Professional development opportunities are focused on our Positive Education and DEI efforts.
Expected outcomes	Faculty growth in areas of self-care, positive education, and diversity equity and inclusion will be then brought into the classrooms and turnkeyed to students.
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	In order to support completer's entry into the workforce, we are offering multiple professional development opportunities to students and alumni. One key highlight is our Hochsprung Center Conference in March 2028
Actions	In collaboration with our partners at Ualbany and CASDA, we are hosting a conference on Building Resilience in Every Student: Strategies for Success in K-12 Education
Expected outcomes	Expected that 100 educators will attend this day long conference.
Reflections or comments	Although listed in St4, it really also focuses on learning in St 1 AND 2 for our candidates/alumni.

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). Note that where 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.

NA

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.

Last year's growth and development included a second Long Island Cohort in Educational Leadership, growing programs that were updated through NYSED to meet new requirements for grade bands of programs, adding *MAT-Art Education program*- The MAT program in Art Education leads to New York State Visual Arts Certification, pre-K through 12th grade and a program in Sports Science, and our triple program Early Childhood, Childhood, and Special Education.

In 2023-2024, we added multiple new programs to address a market need in the Capital Region of NYS. Three new advanced certificate programs in Instructional Leadership leading to certification in School Building Leadership, School District Leadership, and School District Business Leadership were added. All new programs underwent rigorous market testing prior to their approval in order to make sure we are meeting all required standards, new texts/readings developed, and updated faculty training across multiple sections of each course.

This leads to needs for improved recruitment strategies in both EDL and PEP through working relationships with partners, alumni, and admissions staff, and improvements in data collection techniques so we can maintain our continuous improvement cycle. Russell Sage College has made an investment in new marketing, admissions, and other student services staff to help with these efforts. During 2023-2024, the School of Education was a major focus for these teams and the new faculty (3) hired in the School of Education.

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).

NA

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Francesca Durand, PhD Accreditation Coordinator, School of Education	Theresa Hand, OTD, Provost, Russell Sage College

Date sent to AAQEP:	December 20, 2024