AAQEP Annual Report for 2022

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

Bachelor of Science, Physical Education

Master of Science in Education, Literacy Education

Master of Science in Education, Special Education

Master of Science, Childhood and Special Education

Master of Science, Childhood and Literacy Education

Master of Science, Literacy and Special Education

Master of Science, School Health Education

Master of Science, Professional School Counseling

Advanced Certification, Professional School Counseling

Doctor of Education, 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 2021-2022

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** currently enrolled (Fall 2022)	**Number of Completers** in 2021-2022
Physical Education, B.S.	Physical Education P-12	58	26
Childhood Education, B.S.	Childhood Education Gr1-6	46	10
Special Education, MSED	Special Education 1-6	12	1
Literacy Education, MSED	Literacy Education B-5 or 6-12	3	1
Childhood Education/ Special Education, M.S.	Childhood Educ 1-6/ Special Education 1-6	1	9
Childhood Education / Literacy Education, M.S.	Childhood Educ 1-6/ Literacy Educ (B-5/6-12)	17	5
Literacy Education / Special Education, M.S.	Literacy Educ (B-5 or 6-12) /Special Educ (1-6)	5	5
School Health Education, M.S.	School Health Education P-12	15	8
Professional School Counseling, M.S./Adv. Cert	Professional School Counseling P-12	25	18
Educational Leadership, EdD	School District Leadership	103	30
	TOTALS:	285	113

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.)

NA

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.
285
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.
113
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
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 (2016 cohort) - 62% Undergraduate 6 yr Completion Rate (2016 cohort) - 69% **Education Majors Completion Rates at Russell Sage College** Average time to completion for completing an Education Major Undergraduate students (2021-22 grads) = 3.3 years Master's students (2021-22 grads) = 2.7 years Doctoral Cohort Completion Rates- For the program history 82% of Educational Leadership Doctoral Students complete on time. 88% graduate within 7 years. In 2021-22 academic year, 75% of 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 (2021-22)
edTPA	202	27	96%
EAS- Educating All Students	201	35	92%
Content Specialty Test (CST)- SWD	060	1	100%
CST-Literacy	065	6	86%
CST-Health Education	073	4	100%
CST-Physical Education	076	14	88%
CST-Multi-Subject I (B-2)	211	0	na
CST-Multi-Subject II (B-2)	212	0	na
CST-Multi-Subject I (1-6)	221	17	94%
CST-Multi-Subject II (1-6)	222	15	88%
CST-Multi-Subject III	245	16	100%
School District Leadership I	103	4	100%
School District Leadership II	104	5	100%

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. Evidence from subsequent advisory council members in 2022 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 annually to graduates to gather information on places of employment. 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
Key Course Grades (1a, 1b, 1c)	90% of undergraduate candidates earn a grade of C- or higher in core courses and experiential courses (internships, student teaching) 90% of advanced degree candidates earn a grade of B or higher in core courses and experiential courses (internships, student teaching)	Percentage of candidates who **met core course** grade standards in 2021-2022. 91-95% of undergraduate candidates 94-100% of graduate candidates 86-100% of EDL doctoral candidates Percentage of candidates who **met experiential course** grade standards in 2021-2022. 100% of undergraduate candidates 90-100% of graduate candidates 92-100% of EDL doctoral candidates
Candidate Dispositions (1a, 1b, 1c, 1d, 1f)	85% of candidates are rates at meets or exceeds standard.	2021-2022 Disposition Data

		98% of all Professional Education Program undergrad and graduate candidates met or exceeded program disposition standards 97% of all EDL doctoral candidates met or exceeded all program disposition standards
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 candidates who completed in 2021-22 achieved accepted on the 4 point scale. 30 (94%) were accepted with minor revisions 2 (6%) were accepted with major revisions

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.	2020 Survey results* (percentage across various programs who agree/strongly agree): • Program completers indicate that they are Collaborative (94-100%) • Reflective (100%) • Prepared to understand and influence larger political, social, and cultural contexts of their workplace (85-95%) • Prepared to engage in culturally responsive practices (90% EDL, 76-94% Prof. Ed Programs). • Most recent survey data

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 (2021-2022) 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 finishing with the program. Questions are asked about strengths of the program, things that candidates would change and other feedback.	Candidates on the verge of completion report that the EDL program is a strong cohort based model with multiple layers of support, valuable course material and faculty experience. Further, they report that the EDL program creates thoughtful, reflective, and prepared leaders. Candidates requested additional scholarly materials about diversity, equity and inclusion in order to meet statewide standards within their systems.

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 2021-2022 academic year, the Esteves School of Education graduated 113 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.

In the 2022-2023 academic year, the Esteves School of Education aims to increase efforts in diversity and inclusion by including more materials, examples, and relevant experiences in every program. In addition, an updated alumni survey will be sent out to recent alumni to gather perspectives in the wake of COVID-19 and NYS mandate stressors.

6. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Francesca Durand, PhD; Accreditation Coordinator, Associate Professor, Educational Leadership	Dean John Pelizza, PhD; Dean Esteves School of Education

Date sent to AAQEP:	12/15/2022