



## AAQEP Annual Report for 2023

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, Childhood and Early Childhood Education with 7-9 Extension

Bachelor of Science, Physical Education

Master of Arts in Teaching, Art Education

Master of Science in Education, Literacy Education

Master of Science in Education, Special Education

Master of Science, Childhood/ Special Education

Master of Science, Childhood/ Literacy Education

Master of Science, Literacy/ Special Education

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

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 2022-2023**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (Fall 2023)	<b>Number of Completers</b> in most recently completed academic year (2022-2023 AY)
<i>Programs that lead to initial teaching credentials</i>			
Childhood Education, B.S.	Childhood Education Gr 1-6	60	5
Physical Education, B.S.	Physical Education P-12	60	18
Childhood Educ/ Special Education, M.S.	Childhood Educ 1-6/ Special Education 1-6	5	7
Childhood Educ/ Literacy Education, M.S.	Childhood Educ 1-6/ Literacy Educ (B-5/6-12)	9	8
Literacy Education / Special Education, M.S.	Literacy Educ (B-5 or 6-12) /Special Educ (1-6)	5	0
Childhood and Early Childhood Education		0	0
Childhood and Early Childhood Education with 7-9 Extension		0	0
Total for programs that lead to initial credentials		139	38
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			

School Health Education, M.S.	School Health Education P-12	22	3
Special Education, MSED	Special Education 1-6	7	1
Literacy Education, MSED	Literacy Education B-5 or 6-12	13	3
Art Education, MAT		14	1
Sport Science: Coaching and Mental Performance, MS		12	0
Total for programs that lead to additional/advanced credentials		68	8
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
Professional School Counseling, School Counseling with Counseling Services, Prof. School Counseling with Inclusive Practices, M.S./Adv. Cert	Professional School Counseling P-12	16	13
Educational Leadership, EdD	School District Leadership	114	35
Total for additional programs		130	48
TOTAL enrollment and productivity for all programs		237	94

**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.)

<p><b>Programs Added</b></p> <p>Bachelor of Science, Childhood and Early Childhood Education, Childhood and Early Childhood Education with 7-9 Extension  Master of Arts in Teaching, Art Education  Master of Science, Sport Science: Coaching and Mental Performance  Master of Science, Professional School Counseling with Counseling Services  Master of Science, Professional School Counseling with Inclusive Practices  Doctor of Education, Educational Leadership, Long Island Cohort</p>
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### 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. <b>Total enrollment</b> 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.
237
B. <b>Total number of unique completers</b> (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.
94
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
130
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.
<p><b>Cohort Completion Rates at Russell Sage College</b>            Undergraduate 4 yr Completion Rate (2017 cohort) - 59%            Undergraduate 6 yr Completion Rate (2017 cohort) - 66%</p> <p><b>Education Majors Completion Rates at Russell Sage College</b>            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- For the program history 84% of Educational Leadership Doctoral Students complete on time.            89% graduate within 7 years. In 2022-23 academic year, 94% of graduating candidates completed on time.</p>

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%.

<b>NYS Teacher/Administrator Certification Exam</b>	<b>Test Number</b>	<b>Number of Russell Sage Education Students Taking Exam</b>	<b>Russell Sage Education Students Pass Rate (2022-23)</b>
edTPA	202	0	NA
EAS- Educating All Students	201	32	85%
Content Specialty Test (CST)- SWD	060	10	100%
CST-Literacy	065	2	100%
CST-Health Education	073	4	75%
CST-Physical Education	076	19	79%
CST-Multi-Subject I (B-2)	211	3	100%
CST-Multi-Subject II (B-2)	212	2	100%
CST-Multi-Subject I (1-6)	221	18	95%
CST-Multi-Subject II (1-6)	222	26	89%
CST-Multi-Subject III	245	21	100%
School District Leadership I	103	1	100%
School District Leadership II	104	1	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. 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**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Field Experience Rubric Assessment (1a, 1b, 1c)	90% of PEP candidates will achieve a meets or exceeds target expectations on	Percentage of PEP candidates who <b>met or exceeded expectations in Field Experiences</b> in Fall 2022 100% of Physical Education Students 100% of Special Education Students 95% of Childhood Education Students 93% of School Counseling Students
Candidate Dispositions (1a, 1b, 1c, 1d, 1f)	85% of candidates are rates at meets or exceeds standard.	2022-2023 Disposition Data 97% of all Professional Education Program undergrad and graduate candidates met or exceeded program disposition standards



		100% 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 2022-23 achieved accepted on the 4 point scale. 31 (92%) were accepted with minor revisions 3 (8%) were accepted with major revisions

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
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: <ul style="list-style-type: none"> <li>• Collaborative - 100%</li> <li>• Reflective - 100%</li> <li>• Prepared to understand and influence larger political, social, and cultural contexts of their workplace - 96%</li> <li>• Prepared to engage in culturally responsive practices – 100%</li> </ul>
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 (2022-2023) met their program's requirements for cumulative GPA.

<p>Educational Leadership End of Program Focus Group (2e)</p>	<p>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.</p>	<p>Candidates on the verge of completion (August 2023) 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 reflective leaders who are prepared to work with multiple stakeholders, understand research, and</p>
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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.

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 2022-2023 academic year, the Esteves School of Education graduated 94 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, 21<sup>st</sup> 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 continued to increase efforts in diversity and inclusion by including more materials, examples, and relevant experiences in every program. Additionally, with new marketing and admissions teams and materials, we are focusing on meeting workforce educator shortages. We added 2 new programs, updated others to meet NYSED requirements, and are in the process of working with additional potential programs to ameliorate these shortages.

## 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**

	<b>Standard 1</b>
<b>Goals for the 2023-24 year</b>	New programs and additional programs being introduced soon will need to be incorporated into our data collection and data analysis protocols. This will be a priority for 2023-2024 AY.
<b>Actions</b>	Making sure new adjuncts, faculty, and program leaders are clear on data collection processes, procedures, and rationales
<b>Expected outcomes</b>	Bring new programs fully into the cycle of continuous improvement.
<b>Reflections or comments</b>	Our context is rapidly changing this year and next year will be a year of transition as we work these new programs, students and faculty into the system. Collecting data across new programs will be critical.
	<b>Standard 2</b>
<b>Goals for the 2023-24 year</b>	Additional Perspectives on Student/Completer Effectiveness- Gather employer perspectives with new collection plan.
<b>Actions</b>	<ul style="list-style-type: none"> <li>*Meet with faculty (including new faculty) to determine what goal of employer perspective is. What will we learn? What do we want to know?</li> <li>* Brainstorm ideas for best method of data collection- case study? Focus groups? Survey?</li> <li>* Develop instrument for data collection</li> <li>* Recruit and Collect data</li> </ul>

<b>Expected outcomes</b>	<p>Employer perspectives can potentially help us provide evidence for Standards 1a-f and 2a-f</p> <p>Gathering employer perspectives will help us innovate and improve within our programs to meet their needs. We need to know:</p> <ul style="list-style-type: none"> <li>• What are we doing right?</li> <li>• What do employers need/want from new teachers/counselors/leaders? What are the employer's biggest challenges with new teachers/counselors/leaders?</li> <li>• What can we do to help meet employers' needs?</li> </ul>
<b>Reflections or comments</b>	This continues to be a challenge for us. We will continue this effort. We collect a lot of anecdotal data and speak frequently to those who hire our grads.
	<b>Standard 3</b>
<b>Goals for the 2023-24 year</b>	Replace faculty/staff who retired or were promoted to continue quality programs
<b>Actions</b>	<p>PEP- Needs Department Chair, Physical/ Health Education Faculty  EDL- Needs 2 faculty  EDA- assuming approval of new Ed Leadership Program- hiring appropriate adjuncts</p> <p>Hire faculty with appropriate expertise and experience to maintain quality programs and continue with improvement efforts (3f)</p>
<b>Expected outcomes</b>	Replace and bring in new faculty. Mentor for year one and acclimate to SOE culture.
<b>Reflections or comments</b>	
	<b>Standard 4</b>
<b>Goals for the 2023-24 year</b>	Develop plan for collection of partnership data
<b>Actions</b>	Develop a plan in conjunction with faculty and SOE partners Description of partnership activities; Identify and engage stakeholders; Identify indicators, data sources, data collection plan, and timeline
<b>Expected outcomes</b>	Determining strengths and weaknesses of partnerships Determine if other partnerships need to be developed.

<b>Reflections or comments</b>	This was a goal for last year that got moved to this year because of faculty overload in other areas. We have strong partnerships that have lasted many years, however there is always room for improvement and with COVID changing the way we do a lot of things, maybe we are not meeting needs as we have in the past.
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## 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.

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## 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.

<p>Last year’s growth and development included a Long Island Cohort in Educational Leadership, updating multiple programs through NYSED to meet new requirements for grade bands of programs, adding <i>MAT-Art Education program</i>- 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. All of these programs were begun in 2022 or 2023.</p> <p>In 2023-2024, we anticipate adding multiple new programs to address a market need in the Capital Region of NYS. Program development and approval through various layers (internal and external) has begun. Two local education programs are closing down and we are aiming to fill some of the gaps created from that.</p> <p>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 is a major focus for these teams.</p>
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## 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
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## 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 15, 2023
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