



AAQEP Annual Report for 2025

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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

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)
<i>Programs that lead to initial teaching credentials</i>			
Childhood Education, B.S. (Includes Child Ed, Child/Early Child Ed, Child/Early Child/SpEd)	Childhood Education Gr B-6 Special Education P-12	77	21
Physical Education, B.S. (includes Phys Ed and students in PhysEd/Health Ed dual program)	Physical Education P-12	65	26
Childhood and Early Childhood Education with 7-9 Extension	Childhood Education Gr B-6 Middle Childhood Education 7-9	12	0
Total for programs that lead to initial credentials		154	47

<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Childhood Educ/ Special Education, M.S.	Childhood Educ 1-6/ Special Education 1-6	3	7
Childhood Educ/ Literacy Education, M.S.	Childhood Educ 1-6/ Literacy Educ (B-5/6-12)	8	1
Literacy Education / Special Education, M.S.	Literacy Educ (B-5 or 6-12) /Special Educ (1-6)	4	2
School Health Education, M.S.	School Health Education P-12	22	10
Special Education, MSED	Special Education 1-6	15	4
Literacy Education, MSED	Literacy Education B-5 or 6-12	1	5
Art Education, MAT	Art Education K-12	26	7
Sport Science: Coaching and Mental Performance, MS		29	11
Total for programs that lead to additional/advanced credentials		108	47
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
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	32	8
School District Business Leader**	SDBL Adv Cert	24	8
Instructional Leadership (SBL/SDL)-Albany **	School Building leader (SBL) Adv Cert School District Leader Adv Cert TransD Pathway	42	29
Instructional Leadership (SBL/SDL)-CITE**	School Building leader (SBL) Adv Cert School District Leader Adv Cert	683	190
Educational Leadership, EdD (Albany, NYC, and LI)	School District Leadership Adv Cert	138	28

Total for additional programs	863	263
TOTAL enrollment and productivity for all programs	1125	357

**** Includes Teachout students from the College of St Rose, that we completed their program for them.**

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.)

Although not a new program, we have added a pathway to SDL certification – The Transitional D Pathway. This was approved by NYSED in 2025.

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.
1125
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.
327
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
318

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

Certificate Students (Principal Prep)- Average time to completion will be calculated in 2025-26 when first groups of students who start with us complete. Most students graduating in 24-25 were teach-out students.

Doctoral Cohort Completion Rates- In the history of the program, 83% of Educational Leadership Doctoral Students completed on time. 89% graduate within 7 years. In 2024-25 academic year, 83% 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%.

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

- (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) Who are the students who did not pass the test?
- (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.

By Test (includes anyone who took the test, regardless of major)	2024-2025		
	test #	# Students	Pass Rates
SBL-School Building Leader I-All	107/109	45	91

SBL II- All	108/ 110	41	93
SDL- School District Leader I- all	103	10	90
SDL- School District Leader II- All	104	10	90
SDBL- School District Business Leader I	105	5	100
SDBL- School District Business Leader II	106	5	100
Content Specialty Tests-CST:			
Students with Disabilities	060	3	100
Literacy	065	0	0
Health Ed	073	2	0
Physical Ed	076/ 192	9	67
Visual Arts	167	1	100
School Counseling	193	3	100
Multi-Subject I: (B-2) Lit and ELA	211	3	67
Multi-Subject II: (B-2) Mathematics	212	3	67
Multi-Subject I (1-6) Lit and ELA	221	8	88
Multi-Subject II: (1-6) Math	222	12	83
Multi-Subject I (1-6)	231	1	100
Multi-Subject II (1-6)	232	1	100
Multi-subject I (7-12)	241	0	0
Multi-Subject II (7-12)	242	0	0
Multi-Subject III Arts Sciences	245	7	86
Multi-Subject III Arts Sciences	256	0	0
EAS- Educating All Students	201	36	94

F. 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. 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 the necessary knowledge and skills to perform in their respective fields. Additionally, we have conducted Alumni surveys, which find that alumni feel prepared for their educational roles.

H. 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 among program completers in various ways. In our Professional Education Programs, we send an alumni survey to all graduates to determine what kinds of contexts they are working in. We also maintain a voluntary database of graduates and their employers. 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, places of employment, and promotions. We also publish an annual newsletter that provides information from graduates and current students about promotions, job moves, and publications/presentations. Our alumni office also collects data on graduates and their employment or movement to further education.

I. Explanation of how the **staffing capacity** for program delivery and administration, and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

In 2024-2025, our faculty numbers remained stable. During the year, we added dozens of adjuncts to support the new SBL/SDL/SDBL programs. Adjuncts are determined by level of experience in their subject matter and previous education. In the summer of 2025, in order to meet the increased student needs, we added multiple staff positions to support the faculty in their efforts. This includes a new School of Ed administrative assistant and a certification specialist. Additionally, we added a program-level associate position to support the CITE/SBL-SDL program and its continued growth.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) 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 (name and description)	Criteria for success	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 2024-25 were “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 rated at meets or exceeds standard.	2024-25 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 2024-25, 98% of EDL students earned a B or higher in core courses for the doctoral program. 95% of SBL/SDL students earned a B or higher.

Field Experience Rubric Assessment (1a, 1b, 1c)	90% of PEP candidates will achieve a meets or exceeds target expectations.	98% of PEP candidates met or exceeded expectations in Field Experiences in Fall 2024 in all standards and domains assessed.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	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.	<p>2025 EDL Alumni Survey results* (percentage across various cohorts who agree/strongly agree): Program completers indicate that they are:</p> <ul style="list-style-type: none"> • Collaborative - 100% • Reflective - 100% • Prepared to understand and influence larger political, social, and cultural contexts of their workplace - 96% <p>Prepared to engage in culturally responsive practices – 100%</p> <p>2025 PEP Program Alumni Survey Results Program completers agree/strongly agree that they were prepared to: Create Inclusive and Positive Learning Environments- 100% Act professionally in the workplace- 100%</p>

		Reflect and set professional goals- 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 (2024-2025) 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 the program. Questions are asked about the program's strengths, what candidates would change, and other feedback.	EDL Candidates completing in 2024-25 report that the EDL program is a strong cohort-based model 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 the ability to apply learning in practice immediately.
Educational Leadership SBL-SDL Year One survey- Current Students and Adjuncts	In the first year of the program, we wanted to assess where we could improve and where things were working. Surveys were sent to Cohort 1 and 2 students and any adjunct who had worked with students in Summer, Fall, and Spring 2024-25. An analysis was conducted to identify areas for improvement. We met with our partners and college leaders to make changes prior to going into year 2.	SBL/SDL candidates' ratings included: 78% felt the course materials were relevant to their practice. 85% described the program as relevant to their career goals. Students noted in open-ended questions that they liked the cohort model, the instructors were highly qualified, and the support was excellent. SBL/SDL Adjuncts survey results; 95% were satisfied with their experience as an adjunct. 90% describe the quality of course materials as excellent or good.

		Open-ended comments highlighted the flexibility of the program, strong training and support, and preparation of students for real-life scenarios as real strengths of the program
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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 improving data collection consistency, assessing partnerships, revising data collection instruments, providing more opportunities for completer and employer feedback, and gathering more consistent recruitment and completer data.

In the 2024-2025 academic year, the Esteves School of Education (ESE) graduated 357 education professionals- teachers, counselors, and leaders (up from 99 in the previous academic year). These professional educators are academically and professionally prepared for real-world work experiences and are committed to being reflective and thoughtful educators, with a goal of promoting diversity, equity, and inclusion for ALL students, staff, and other stakeholders. Course grades, internship/field experience grades, and final GPAs evidence this. 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 (95-99%) of all students met program requirements. Further evidence is provided by surveys,

focus groups, and program retention, which demonstrate that students feel successful, prepared, and ready to enter professional roles. Our leadership programs cater to working professionals who have frequently reported promotions upon graduation.

The 2024-2025 academic year continued to be a year of great change for the ESE. In 2024, a neighboring college closed and we have worked to help hundreds of students complete their degrees since then. Our new graduate programs in Educational Instructional Leadership (Advanced Degree – School Building Leader, School District Leader, and School District Business Leader programs) continue to grow. As there are multiple educational leadership openings in NYS, particularly in NYC, this will help address that void in the marketplace.

In addition, we have grown our programs in Sport Science, Childhood Ed, and Art Education, and now offer the first program that allows students to earn certification in three key areas: Childhood Ed, Special Ed, and Early Childhood Education. As we all adjust to these new, increased numbers of students, we continue to provide high-quality educational experiences, as evidenced by our data.

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 and recent activities related to investigating data quality. Table 5 may focus 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 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	
Standard 2	
Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	
Standard 3	
Goals for the 2025-26 year	
Actions	

Expected outcomes	
Reflections or comments	
Standard 4	
Goals for the 2025-26 year	
Actions	
Expected outcomes	
Reflections or comments	

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

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). If 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.

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.

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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).

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10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)

Date sent to AAQEP:	
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