



## NCE Candidate Outcomes Alumni Survey Results

### Alumni Survey Background

Since 2008, NCE alumni have been asked to complete an online alumni survey, first administered by Eduventures and then in house through NCE. The purpose of the survey is to solicit feedback from our alumni about NCE that can assist the college in better understanding the impact it has on alumni and how it can continue to improve its programs for current and future NCE students.

This alumni survey was administered in September 2012.

The data presented here are from two of the survey questions: one related to the NCE Conceptual Framework, and one related to candidate preparedness for their professions. Each question had five possible responses: from (5) high degree to (1) low degree.

The academic programs are indicated using the following abbreviations:

#### *Initial Teacher Preparation Programs*

ECE/ECA	Early Childhood Education program and Early Childhood Administration Program
ELE	Elementary Education
SEC	Secondary Education
SPE	Special Education

#### *Advanced Teacher Preparation Programs*

C&I	Curriculum & Instruction
Math	Mathematics Education
Reading	Reading programs including Reading and Language (for licensure as a Reading Specialist) and Language and Literacy Education (non-licensure program)
TLA-IDS	Teaching, Learning and Assessment is a newer program which replaced the Interdisciplinary Studies in Curriculum & Instruction program. Both programs are field-based.

TIE	Technology in Education
Urban Tchg	Urban Teaching

#### *Other School Professionals*

EDL	Educational Leadership
SEP	School and Educational Psychology

## NCE Conceptual Framework Question

See the [NCE Conceptual Framework](#) for the entire text of the conceptual framework, as well as a related video presentation.

### **Responses to Conceptual Framework Question: Initial Teacher Preparation Programs**

<i>To what degree did NCE prepare you to...</i>	ELE n=82	ECE/ECA n=20	SEC n=35	SPE n=26
Envision, articulate and model democratic and progressive education	4.0	3.94	3.62	3.56
Design powerful learning environments that integrate appropriate technologies	3.65	3.82	3.31	3.38
Design powerful learning environments that utilize multiple meaningful assessments	3.94	3.72	3.48	3.63
Design powerful learning environments that enable self-directed learning	3.84	3.78	3.38	3.44
Work collaboratively in diverse communities and with diverse learners to achieve learning goals	3.9	3.94	3.66	3.75
Advocate for democratic values, equity, access and resources to assure educational success for all	3.91	3.89	3.52	3.75
Cultivate curiosity and excitement for learning in yourself and others	4.27	4.28	3.76	3.75
Respect and learn from other peoples, cultures, and points of view	4.09	4.28	3.76	3.69
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	4.25	4.28	3.79	3.88
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	4.01	4.33	3.57	3.69
Use information from self and others to continuously improve	4.06	4.18	3.79	3.69

### **Responses to Conceptual Framework Question: Advanced Teacher Preparation Programs**

<i>To what degree did NCE prepare you to...</i>	C&I n=68	Math n=5	Reading n=29	TLA-IDS n=20	TIE n=13	Urban Tchg n=2
Envision, articulate and model democratic and progressive education	4.15	3.80	4.26	4.21	4.00	4.50
Design powerful learning environments that integrate appropriate technologies	3.95	3.00	4.00	3.79	4.15	3.50
Design powerful learning environments that utilize multiple meaningful assessments	4.00	3.40	4.59	3.79	3.85	4.50
Design powerful learning environments that enable self-directed learning	4.16	3.60	4.48	4.16	3.77	4.50
Work collaboratively in diverse communities and with diverse learners to achieve learning goals	4.39	3.20	4.44	4.21	3.92	5.00
Advocate for democratic values, equity, access and resources to assure educational success for all	4.23	3.60	4.56	4.00	3.62	4.50
Cultivate curiosity and excitement for learning in yourself and others	4.39	4.00	4.67	4.32	4.23	4.50
Respect and learn from other peoples, cultures, and points of view	4.45	3.80	4.56	4.47	4.00	5.00
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	4.44	3.80	4.67	4.42	3.54	5.00
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	4.42	3.80	4.48	4.21	4.00	4.50
Use information from self and others to continuously improve	4.46	4.00	4.56	4.26	4.15	5.00

**Responses to Conceptual Framework Question:  
Other School Professionals Programs**

<i>To what degree did NCE prepare you to...</i>	EDL n=60	SEP n=12
Envision, articulate and model democratic and progressive education	4.28	4.11
Design powerful learning environments that integrate appropriate technologies	4.13	3.89
Design powerful learning environments that utilize multiple meaningful assessments	4.13	3.89
Design powerful learning environments that enable self-directed learning	4.11	3.89
Work collaboratively in diverse communities and with diverse learners to achieve learning goals	4.28	4.44
Advocate for democratic values, equity, access and resources to assure educational success for all	4.22	3.89
Cultivate curiosity and excitement for learning in yourself and others	4.29	4.44
Respect and learn from other peoples, cultures, and points of view	4.43	4.33
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	4.33	4.33
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	4.37	4.44
Use information from self and others to continuously improve	4.35	4.33

**Preparedness Question**

The following question from the alumni survey relates to preparedness for the profession. Many of the indicators relate to effectiveness and leadership. Some of the language is based on the Illinois Professional Teaching Standards.

**Responses to Preparedness Question:  
Initial Teacher Preparation Programs**

<i>Please reflect on how well your program prepared you to achieve the items listed, either directly or indirectly, through your own interactions with P12 students and/or through facilitating the work of school or district teachers and staff.</i>	ELE n=82	ECE/ECA n=20	SEC n=35	SPE n=26
Understand the diverse characteristics and abilities of each student	4.09	4.05	3.48	4.13
Understand how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences	4.0	4.11	3.48	3.88
Create instructional opportunities based on student cultural and linguistic experiences	3.81	4.06	3.21	3.69
Understand in depth content area knowledge	3.91	4.11	3.48	3.56
Understand content area literacy	3.94	4.11	3.45	3.75
Create meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge	3.97	4.06	3.41	3.69
Plan and design instruction based on diverse student characteristics	3.96	4.06	3.31	3.75
Plan and design instruction based on student performance data	3.65	3.83	3.21	3.63
Plan and design instruction based on the community context	3.7	4.17	3.17	3.75
Structure a safe and healthy learning environment	4.01	4.28	3.69	3.94
Structure a learning environment that facilitates cultural and linguistic responsiveness	3.81	4.17	3.24	3.75
Structure a learning environment that facilitates emotional well-being, self-efficacy, positive social interaction, and mutual respect	4.07	4.28	3.59	3.81

<i>Please reflect on how well your program prepared you to achieve the items listed, either directly or indirectly, through your own interactions with P12 students and/or through facilitating the work of school or district teachers and staff.</i>	ELE n=82	ECE/ECA n=20	SEC n=35	SPE n=26
Structure a learning environment that facilitates active engagement	4.09	4.22	3.55	3.88
Structure a learning environment that facilitates academic risk-taking, self-motivation, and personal goal setting	3.91	4.11	3.34	3.75
Differentiate instruction by using a variety of strategies that support critical and creative thinking and problem solving	4.15	4.11	3.64	3.88
Understand that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student	4.24	4.06	3.68	4.0
Have foundational knowledge of reading, writing, and oral communication within your content area	4.12	4.06	3.57	3.75
Recognize and address student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge	4.15	4.06	3.5	3.69
Understand and use appropriate formative and summative assessments to determine student needs, monitor student progress, measure student growth, and evaluate student outcomes	3.93	3.83	3.43	3.75
Make decisions driven by data about curricular and instructional effectiveness	3.76	3.89	3.36	3.63
Adjust instructional practices to meet the needs of each student	4.0	4.11	3.57	3.75
Work as a team member with professional colleagues, students, parents or guardians, and community members to build and maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development of students	3.94	4.28	3.57	4.0
Be an ethical practitioner	4.31	4.28	3.79	4.13
Be a reflective practitioner	4.4	4.39	4.0	4.13
Provide leadership in the learning community	4.06	4.35	3.57	3.88
Advocate for students, parents or guardians, and the profession	4.13	4.39	3.64	3.88

**Responses to Preparedness Question:  
Advanced Teacher Preparation Programs**

<i>Please reflect on how well your program prepared you to achieve the items listed, either directly or indirectly, through your own interactions with P12 students and/or through facilitating the work of school or district teachers and staff.</i>	C&I n=68	Math n=5	Reading n=29	TLA-IDS n=20	TIE n=13	Urban Tchg n=2
Understand the diverse characteristics and abilities of each student	4.25	3.60	4.67	4.21	3.54	4.50
Understand how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences	4.32	3.40	4.48	4.32	3.46	5.00
Create instructional opportunities based on student cultural and linguistic experiences	4.18	3.20	4.35	4.00	3.62	5.00
Understand in depth content area knowledge	4.05	3.60	4.73	3.84	4.08	3.50
Understand content area literacy	4.03	3.20	4.69	3.89	3.77	4.50
Create meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge	4.22	3.80	4.69	4.16	3.92	4.50

<i>Please reflect on how well your program prepared you to achieve the items listed, either directly or indirectly, through your own interactions with P12 students and/or through facilitating the work of school or district teachers and staff.</i>	C&I n=68	Math n=5	Reading n=29	TLA-IDS n=20	TIE n=13	Urban Tchg n=2
Plan and design instruction based on diverse student characteristics	4.22	3.60	4.58	4.05	3.77	4.50
Plan and design instruction based on student performance data	4.05	3.00	4.68	3.95	3.69	4.00
Plan and design instruction based on the community context	4.02	3.00	4.35	4.11	3.31	4.00
Structure a safe and healthy learning environment	4.35	3.00	4.64	4.05	3.69	4.50
Structure a learning environment that facilitates cultural and linguistic responsiveness	4.25	3.00	4.46	3.89	3.46	4.50
Structure a learning environment that facilitates emotional well-being, self-efficacy, positive social interaction, and mutual respect	4.33	3.00	4.62	4.05	3.85	4.50
Structure a learning environment that facilitates active engagement	4.43	3.20	4.73	4.32	4.00	4.50
Structure a learning environment that facilitates academic risk-taking, self-motivation, and personal goal setting	4.23	3.20	4.58	4.26	4.08	4.00
Differentiate instruction by using a variety of strategies that support critical and creative thinking and problem solving	4.27	4.00	4.62	4.16	4.00	5.00
Understand that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student	4.30	4.00	4.73	4.21	4.08	4.50
Have foundational knowledge of reading, writing, and oral communication within your content area	4.08	3.40	4.84	3.89	3.77	4.00
Recognize and address student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge	4.07	3.20	4.76	3.89	3.62	4.00
Understand and use appropriate formative and summative assessments to determine student needs, monitor student progress, measure student growth, and evaluate student outcomes	3.98	3.00	4.72	4.00	3.54	4.50
Make decisions driven by data about curricular and instructional effectiveness	3.92	2.80	4.76	3.95	3.77	4.00
Adjust instructional practices to meet the needs of each student	4.22	3.40	4.71	4.16	4.08	4.50
Work as a team member with professional colleagues, students, parents or guardians, and community members to build and maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development of students	4.27	3.40	4.76	4.37	4.23	5.00
Be an ethical practitioner	4.37	3.60	4.84	4.42	4.00	5.00
Be a reflective practitioner	4.50	4.60	4.83	4.63	3.92	5.00
Provide leadership in the learning community	4.35	4.75	4.75	4.26	4.00	4.50
Advocate for students, parents or guardians, and the profession	4.36	3.60	4.79	4.32	3.85	4.50

**Responses to Preparedness Question:  
Other School Professionals**

<i>Please reflect on how well your program prepared you to achieve the items listed, either directly or indirectly, through your own interactions with P12 students and/or through facilitating the work of school or district teachers and staff.</i>	EDL n=60	SEP n=12
Understand the diverse characteristics and abilities of each student	4.17	4.38
Understand how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences	4.06	4.63
Create instructional opportunities based on student cultural and linguistic experiences	4.11	4.50
Understand in depth content area knowledge	4.11	4.25
Understand content area literacy	4.00	4.13
Create meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge	4.06	4.13
Plan and design instruction based on diverse student characteristics	4.09	4.13
Plan and design instruction based on student performance data	4.13	4.25
Plan and design instruction based on the community context	4.04	4.13
Structure a safe and healthy learning environment	4.21	4.25
Structure a learning environment that facilitates cultural and linguistic responsiveness	4.06	4.25
Structure a learning environment that facilitates emotional well-being, self-efficacy, positive social interaction, and mutual respect	4.19	4.25
Structure a learning environment that facilitates active engagement	4.26	4.13
Structure a learning environment that facilitates academic risk-taking, self-motivation, and personal goal setting	4.15	4.13
Differentiate instruction by using a variety of strategies that support critical and creative thinking and problem solving	4.11	4.13
Understand that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student	4.23	4.13
Have foundational knowledge of reading, writing, and oral communication within your content area	4.04	4.13
Recognize and address student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge	4.11	4.13
Understand and use appropriate formative and summative assessments to determine student needs, monitor student progress, measure student growth, and evaluate student outcomes	4.17	4.25
Make decisions driven by data about curricular and instructional effectiveness	4.23	4.25
Adjust instructional practices to meet the needs of each student	4.11	4.14
Work as a team member with professional colleagues, students, parents or guardians, and community members to build and maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development of students	4.34	4.25
Be an ethical practitioner	4.34	4.25
Be a reflective practitioner	4.43	4.25
Provide leadership in the learning community	4.48	4.13
Advocate for students, parents or guardians, and the profession	4.41	4.29