



**Daniel L. Goodwin College of Education
Literacy Education Alumni Survey – FY 2017**

Sent to 190 program graduates from 2011-2016
44 out of 190 responded (response rate = 23%)

International Literacy Association 2010 standards	Alumni Survey questions addressing the standard	Percentage strongly agreeing or agreeing (n=44)
Standard 1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	4. I now feel better able to motivate students to read and write.	100%
	11. I now have a much deeper understanding of how children learn to read and how readers comprehend text.	97.7%
Standard 2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	2. I can use what I learned in the program--strategies, instructional approaches, resources, and literature--in the classroom/at my school.	100%
	5. I believe the students in my classroom (or at my school) have benefited from the strategies, skills, and knowledge I gained in the Literacy Education Program at Northeastern.	100%
	8. What I learned in my program has helped me better teach struggling readers.	97.7%
Standard 3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	13. What I learned about the different types of assessment has helped me better assess students' literacy skills.	95.4%
	17. I learned strategies and developed skills that help me better teach reading and writing to students with IEPs.	68.2%
	29. I now have a better understanding of how to use assessment data to plan effective instruction, as well as the skills to do so.	97.7%
Standard 4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	10. In my program, I learned strategies and developed skills to help me better teach reading and writing to English learners.	84.1%
	26. I feel better able to provide culturally responsive instruction and to address issues of diversity in my classroom or school.	70.5%

Standard 5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	14. The Literacy Education Program helped me create an enhanced literate environment that promotes reading and writing in my classroom or at my school.	100%
	22. I learned how to engage students in reading, thinking about, and discussing children's and young adult literature.	97.7%
	23. I learned how to engage students in reading, thinking about, and discussing authentic nonfiction text.	90.0%
Standard 6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.	3. What I learned in the program prompted me to think more deeply about my own practice.	97.7%
	6. I now feel better prepared to take on leadership roles at my school.	79.5%
	9. I am now more likely to read the professional literature, such as journal articles and books on teaching, than I did before being in the program.	65.9%
	18. I feel I'm now a better advocate for myself, my fellow teachers, and my students.	90.0%
	25. I think I'm better at collaborating with colleagues now than before I went through the program.	65.9%
	28. I am committed to professional learning and to supporting professional learning at my school.	100%