

Completer Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Standard 1	11	7	3		
Standard 2	11	4	5	1	
Standard 3	9	6	6		
Standard 4	10	5	6		
Standard 5	8	6	4	3	
Standard 6	12	5	1	2	1
Standard 7	11	5	3	1	1
Standard 8	11	3	5	2	
Standard 9	13	4	4		
Standard 10	10	8	2	1	

Employer Response					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Standard 1	3				
Standard 2	3				
Standard 3	3				
Standard 4	3				
Standard 5	3				
Standard 6	3				
Standard 7	3				
Standard 8	3				
Standard 9	3				
Standard 10	3				

## Comments

I enjoyed this program. It worked well with individuals who were employed full time and gave the opportunity to work while pursuing a master's degree.

Dr. Shane was a wonderful professor - always available to answer questions and provide help when necessary.

I have attended Shippensburg for 3 different degrees and I have been very happy with each program I have been a part of.

I think the education program at Shippensburg prepared me for my future career as a teacher.

Teacher preparation programs should involve less online-focused work and more in-class experiences. I feel as though the coursework that I completed was of little use and outdated compared to what I am using and doing at my place of employment.

I think the secondary ed students would benefit from more classes focused on secondary schools, especially in the special ed dept. Many of them focused on early ed and diagnosing, while upper ed focuses more on application and modification, which would have been much more helpful to learn.

While I do think Shippensburg's program does an adequate job preparing educators, I felt that the majority of my learning and development as a teacher happened in my Student Teaching placement and not my education classes. As a secondary major the only class I felt was directed at my education level (7th - 12th) was my methods class. Every other education class I took including our group meetings as student teachers was geared towards elementary; which made it significantly harder to complete assignments and then apply the information I was given in the classroom.

I would have benefited from more separation between secondary and elementary ed and a program that was geared towards middle and high school education.

I thoroughly enjoyed the education program at Shippensburg. The one big change that I think every student would benefit from would be to focus the teaching seminar class to the specific grade level the student teachers are working in. For example, we are all grouped together, which I think was helpful in some cases, but as a secondary teacher, I felt like we focused mostly on middle level or early elementary.

I think having students observe while taking classes is the best for learning because it is real experience in a classroom setting. The pedagogical knowledge is important for the test taking, but not all applies once you are alone in a classroom with 25-30 kids.

All of our programs at CV are scripted, so the multiple lessons and plans we created were essentially irrelevant. They should be limited to one or two courses, rather than required in every course.

My first year of teaching has presented significant challenges. I believe Shippensburg University could enhance its teacher preparation program by providing faculty with more current insights into the realities of today's classrooms. While some coursework included simulations, such as managing disruptive student behavior, these scenarios did not adequately prepare me for the range of issues I encountered, including instances of students physically assaulting myself and damaging classroom property. These are things I experience in a General Education classroom. Although these are extreme examples, they highlight the disconnect between some of the pedagogical approaches taught at the university and the current educational landscape.

For example, the small group instruction methods I learned from Dr. BrownJackson differ significantly from the differentiated instruction strategies now required in classrooms. The curriculum at Shippensburg needs to reflect these evolving practices.

I found the instruction provided by Professors Mellot, Dr. Slattery, and Dr. Malmont to be particularly valuable. They fostered a supportive learning environment, treating us college students with respect and understanding. In contrast, other experiences were less positive. For instance, Dr. BrownJackson's comment that I would "never be a good teacher," based on my performance on a single assignment, was both discouraging and inaccurate. My first year has demonstrated my effectiveness in the classroom, as evidenced by my students' achieving the highest amount of growth and scores in K-2 subjects and the positive, nurturing learning environment I have cultivated.

I urge Shippensburg University to critically evaluate its teacher education program, including the qualifications and pedagogical approaches of its faculty, and ensure that the curriculum reflects the current realities of the classroom. This will better prepare future educators for the complexities and challenges of the profession

The professors that taught my special education classes plus Dr. Malmont and Dr. Mellott are the ones that truly prepared me for the teaching world. These professors deserve more credit than they get. The Education Department, minus the ones I mentioned, was a joke when I was in college and it got worse each semester. Many of my peers felt the same way!

I felt fully prepared for my current role as a special education teacher in an elementary autistic support classroom.