

## ***10. Improvements needed in the education process.***

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### ***Certified Teachers Teaching 0 - 5 Years***

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Better preparations for real life situations (ID 184)

Get rid of a lot of red tape crap and make teaching and learning fun for students and teachers again--NCLB is killing an already dying profession (ID 212)

I think the training is sufficient--Perhaps highly qualified teachers could come in and talk to classes (ID 161)

More classroom experience and less time sitting through college courses that you will never use again (ID 66)

I feel making sure lesson plans are aligned with state content standards in the program--I feel role playing classroom situations could be beneficial to new teachers (ID 63)

I think teachers who are mentors should be incorporated into any school, large or small--Mentors help with all academic issues, provide help with lesson plans and other ideas to improve student learning (ID 171)

Drop some of the seminar classes and have more in the classroom work (ID 58)

Giving them the opportunity to experience the first day of school prior to graduation--Valuable learning opportunities could be learned that time--How to set up classroom management, etc. (ID 91)

More hands on experience--a class that discusses the ins and outs of special education (ID 57)

Update curriculum to meet NCLB standards--Work with schools to implement a mentoring program (ID 159)

Teachers should be highly trained in their field--If you are teaching in an area, you should have your degree in that area (ID 181)

More practical experience (ID 158)

More emphasis on classroom control--Discipline is a major issue (ID 186)

Classroom management class--Creating more lessons geared to what each individual student needs--Practicing the tests that we give to the students to become more competent (ID 187)

More hands-on work in classrooms--Examination of textbook series--More elementary teachers preparing new teachers--They need to know what it is really about (ID 48)

As much contact time as possible with students--I think our university did a pretty good job but as we were student teaching I wish we had to get together weekly and talk about things with peers and professors and ask questions then to learn how to land a job, resume interviews, etc. (ID 193)

Again, until I got in the classroom, the material learned in education classes was interesting, practical applications in my own classroom did not become apparent until I began teaching (ID 200)

The more hands-on experience they can get the more rounded they will be (ID 202)

Student teaching advisors need to get them more involved with other processes (ID 204)

More preparation in assessment and classroom management with opportunities to practice and use techniques (ID 205)

I think a lot of people are confused about what is required to teach certain grades/subject--Having clearer guidelines would help (ID 178)

Get them more involved in schools--Have them responsible to know policies, school-wide rules even testing (ID 178)

More opportunities to participate in diverse classroom settings (ID 74)

My training and hours in the classroom were very good at DSU (ID 92)

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Modeling of more effective teaching strategies by university professors, incorporation of real life scenarios and state/national standards into undergraduate studies, courses on modification and assistive technology for Special Education students (ID 94)

Same as #9 (ID 95)

In my classroom now I am using guided reading--We barely touched this topic in college--It would be nice to go around and observe different teaching methods (ID 102)

For classroom teachers--More modifications taught for resource students--In special ed more on paperwork and requirements of paperwork (ID 108)

Teach more classroom management skills--Tell them about re-certifying every 5 years and how it works--Discuss health options, dental plans, etc., so they know what to expect other than just teaching (ID 109)

Maybe provide more mentoring programs--I know this is happening more, but just keep improving in this area (ID 121)

For music, the music majors either need to be put into blocks with other education majors sooner to understand what's happening have blocks by themselves because general ed and music ed are extremely difficult (ID 129)

I believe the more time you have in the classroom the better teacher you will become--Teaching candidates need just as much time in the classroom as they do studying subject matter (ID 160)

Need for training in discipline or handling difficult situations (ID 76)

Classes that will prepare teachers for the variety of student ability and learning styles that are found in a classroom (ID 50)

More time student teaching--Grade keeping ideas (ID 138)

How to communicate with parents--How to deal with specific issues in the classroom (not getting homework in on time, parents that think you aren't doing things right, parents that don't want you to teach the child to be responsible, pokey kids, inattentive kids)--Time management--How can you push students to keep going with they don't get what you are doing (ID 141)

Same as above (ID 69)

More explanation to college students on No Child Left Behind--Some students have no clue what to expect when entering their first year as a teacher (ID 146)

Make them spend more time in the classroom besides student teaching--make them aware of NCLB and other laws regarding education (ID 147)

More education geared at situations we as teacher may encounter in the school classroom (ID 148)

Obviously, understanding of the subject area being taught should not be ignored, but it is key for education students to have contact with teachers in the field and experience being in actual classrooms--Education should also stress ways to adjust to the needs of students and how to manage a classroom (ID 150)

Having graduated from USD, I feel that perhaps they overwhelmed us in paperwork and could have allowed us to develop as teachers better (ID 176)

More classes and more student teaching (free for teachers or prospective teachers (ID 157)

I would like to see a more intense concentration of teaching related classes earlier in the process--Even one more class would help. It seems to me that most of what we learn gets thrown at you in one or two years and we try to just \_\_\_?\_\_\_ rather than form opinions and work with the system (ID 131)

Student teaching during the first days of school--More hands-on learning for new teachers--Books don't cut it (ID 242)

We need more hands on activities with contents standards being the controlling force in education. We need exercises or step-by-step instruction on how to link activities to standards in the classroom. (ID 18)

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Teach according to grade level objectives--Don't water down subject matter (ID 227)

More focus toward classroom management (ID 229)

Same as #9 (ID 30)

Classroom made available/access to more technology for students (ID 235)

More in-classroom time in a variety of environments (ID 236)

It's o.k. (ID 5)

A longer student teacher period--One semester with another teacher and one semester alone but supervised (ID 241)

Discipline workshops (ID 230)

More methods after student teaching (ID 244)

More teaching experiences. (ID 11)

More teacher/student contact in real classroom settings--for special educators techniques for different learning styles and to get the information that has been taught to the child to be able to process what has been taught (ID 27)

None (ID 7)

Perhaps an additional course on how school districts function. I feel as though I am having to learn as I go in regards to my rights the roles of community and policy, etc. (ID 25)

Teach more on NCLB. Give more of an understanding of what it is and what you want from us and the school. (ID 8)

No significant changes (ID 6)

Endorsements are too narrow - thoughts of going back for extra majors is too high of a cost. (ID 2)

Carefully study the curriculum to make sure it contains classes that will actually help the future teacher succeed--Continually educate college instructors on new methods and instructional aides that will help future teachers, in turn, educate their own students (ID 5)

### ***Certified Teachers Teaching 6 - 10 Years***

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My first year, I spent quite a bit of time reading/learning the standards and curriculum--I think hiring ahead of time and making materials available to new teachers would be beneficial to all (ID 175)

Maybe a general degree which would give graduates more qualified endorsements. (ID 3)

Future teachers need more classroom experience--They also need more behavior management training (ID 216)

I might think a student be part of a school district for a full year would benefit--The 1st semester they could spend being around a number of teachers in the district where they can view many different personalities, teaching styles, and how situations are dealt with. They would be able to view the relationships of teaching staff with teaching staff--Teaching staff with administration and just how the day-to-day operations of the school goes--The second semester the teachers could begin their student teaching experience--Even this being said each school district is different with their own values, traditions, needs, strengths, weaknesses, and cultures within student population (ID 124)

More field experience in assessments and reading/math strategies (ID 75)

More hands-on stuff with other people who are already teachers--Maybe a visitation with an administrator (ID 100)

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Possibly more field experiences--but I believe it's always trial and error when you're on your own--Nothing can prepare you for that job 100% (ID 70)

More practical time in classrooms (ID 198)

Hands-on--You learn from practicing--Application is a very important step in the learning process (ID 41)

More time in classrooms--More real life situations in the college classroom (ID 65)

The pay needs to be increased--More classroom time throughout the entire training would be very beneficial--A variety of classroom settings and instructors to observe would be a big help (ID 77)

More time in the classroom experience (ID 164)

More real time teaching time; more training on motivation and classroom management; keep up with technological advances (ID 163)

More training in behavior management and classroom management would be very beneficial--Not just textbook learning but actual practice with different behavioral situations--Also train regular education teachers to have patience and understanding with special education students (ID 39)

Same as above (ID 243)

I think new teacher graduates need to be prepared with how to deal with student behavior in conflicting situations and what works for teaching then meeting with a variety of teachers with various teaching styles would create a more prepared and well-rounded teacher (ID 153)

Higher standards--We should expect teachers to be intelligent individuals--Parents should be a bigger part of the educational process (ID 54)

I think they need more time in the classroom to talk to teachers (ID 152)

Some of the student teachers I have had in the past are so busy with paperwork and internet assessments/responses they haven't had the prep time they need to put these things to use within the classroom--Teaching the students strategies/methods/planning is great--However, when they get out into the teaching field within placement for their internship they should be able to use these strategies with the students guided by the cooperating teacher and conference about it--There's too much journaling-e-mailing with professors when they should be meeting or visiting (ID 82)

Same as above (ID 72)

Teachers in small communities need to be better informed about various requirements outside their majors (ID 116)

More training for handling discipline problems (ID 68)

Make funds available for those wishing to enter the field. Teaching is viewed by the public as a "second class" profession (partly due to low wages). (ID 16)

Mentor programs for new teachers--more special education classes (ID 107)

New teachers need to be taught how to bring lower ability students to a proficient level without slowing down the upper ability student progress (ID 106)

The colleges need to teach courses on "how to teach" in each subject area--Too much effort is placed on how quickly can we skip all the areas most will teach and quickly go on to more calculus (ID 45)

Same as above (#9) (ID 213)

Prepare new graduates for the actual classroom experience--More student teaching (ID 194)

## ***10. Improvements needed in the education process.***

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Like I said above, actual experience in the classroom is where I learned the most--The problem is getting students into the teaching profession--The main problem for this is teachers salaries--Students are not going to go into teaching when they can make twice as much money doing something else (ID 71)

Quality time in actual classroom observing and practice teaching (ID 105)

### ***Certified Teachers Teaching 11 - 20 Years***

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Schools need to have smaller classrooms and better support for their efforts (ID 93)

More teaching time for student teachers--Supervising teacher should make more visits to the classroom (ID 134)

More practice on beginning a school year--Some kind of a mentoring program for new teachers in a school district (ID 127)

Somehow get a more realistic setting involving parent conferences, etc.--How to keep gradebook, grading, lesson plan writing and on (ID 140)

They need to be in the classroom more. They need to be very aware of our changing society, i.e., single parent homes, morality, ; so on. (ID 24)

Get them into classrooms more frequently and also get the college professors there as well--Many things have changed in the classroom since some professors were there in a one-room schoolhouse (ID 97)

Provide undergraduate students more practical experience in the classroom, not just observations (ID 88)

I feel in college teachers need to take a lot of required courses that don't help a 1st year teacher much--They need more practical hands-on training and work with real classroom teachers (ID 81)

Better training in discipline--See #9 (ID 29)

Teach them guided reading (ID 99)

Open discussions on questions that you just don't feel comfortable asking your colleagues and topics on how to get to know your students better and how to prepare for the first and last day of class (ID 79)

The universities need to practice what they preach--If lecture is the most ineffective method of instruction why are most university classes still presented with that technique of instruction--Also, integration of technology into the classroom needs to be emphasize Not just computer technology, but other forms as well--Graphing calculators, calculator based labs, digital photography, etc. (ID 1

Those entering the teaching profession must understand education is so much more than subject matter--Experience is the best teacher--Young teachers getting the opportunity to learn by experience (ID 122)

My main suggestion is a system like PDC at USD--real life experience is huge (ID 118)

I think assigning a mentor (to 1st year teachers) for the first year teaching experience would maybe be helpful--I was lucky that wa but perhaps others are less fortunate in that respect (ID 86)

Less red tape and more realism could improve the education process, along with funding for federal mandates (ID 83)

For new teachers my recommendation would be to have a mentor when they start the first teaching job--More classes won't help-- is adequate enough (ID 113)

More hands-on experience in college--lesson plans--curriculum--discipline--content area of what is actually taught--finding resource In small schools teachers need to teach a variety of classes, some which they are not highly qualified for--This does not make the bad teacher--and districts may have trouble filling positions (ID 112)

Higher pay to attract better candidates--Mentoring programs that emphasize the quality of the people and not as much focus on programs (ID 110)

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The more real life experiences a new teacher can get the better--The classes I took on the theories of education didn't ever pan out the real world (ID 130)

Graduates need to learn how to coordinate their lessons to the content standards--They also need to learn more assessment strategies for monitoring student levels and progress (ID 197)

Increase salary (ID 233)

One of the greatest improvements would go beyond the educational process and into the first job school--It would be that of an assigned mentor for the first year of teaching (ID 144)

Classroom management options--Finances (I went from having no money to wealth and didn't do so well at first)--School and community politics (ID 179)

In the last 17 years I have seen many changes in education--I would say college classes should spend more time learning how to test scores and what NCLB means (ID 180)

Education block courses, such as language arts, need to be taught using the same methods that are being taught in the public schools. An example would be SD Reads. Teachers are being trained, but are colleges teaching the same way? (ID 23)

Practical classroom work --Have education students give an entire lesson to each other--quizzes, activities, etc.--Then critique and discuss and have the next student present--It would be more of a "real-life" situation--More contact with kids while in college--I realize schools close to college campuses get bombarded with student teachers, but sending a junior out here to central SD for a week would be good for them--I only had a couple of days of sophomore experience until my last semester as a full-blown student teacher--Da LaMont, Box 474, Highmore, SD 57345 (852-2822) \* I would be happy to help you folks in any way I can (ID 183)

More assessment practices (ID 14)

They need to have mentors to help them through the questions they have the first years (ID 191)

New teacher graduates need to be exposed to a larger variety of classroom settings for a longer period of time as student teacher: Perhaps a semester of student teaching experience (ID 182)

Prospective teachers need to receive all the experience they can in actual classrooms--They must be well prepared to utilize all types of technology and learn to keep up with it as it changes (ID 201)

New teacher graduates need more classroom time before student teaching or more classroom like situations--See above (ID 220)

Looking at the content standards--More time in the classrooms--Actually setting up a classroom from scratch at the college (ID 20)

First year teachers need centers or activities for a quick 5 minute filler between classes or activities--They also need a lot of resources such as teachers and materials that can help answer questions and books (ID 209)

Teacher mentors, visit and observe more than just one classroom or teacher for student teaching (ID 210)

More funding in the education process along with hands-on experience (ID 217)

Hands-on experience--help with managing a classroom--dealing with time management, school v. home life (ID 151)

More classroom experience (ID 154)

Looking at existing curriculum--Becoming familiar with states standards--Programs to involve parents in their children's education (ID 185)

More exposure to students in the classroom--Getting more K-12 teachers involved in different areas of college education--teaching classes--mentor type relationship over an extended time frame (ID 170)

A better understanding of special education programs, and my role in the process of helping those kids experience success (ID 2)

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See 9. Also, better structured student teaching. Maybe a gradual, over the years process instead of being thrust in front of a classroom and turned loose. A method of selecting good student teacher "teachers" instead of taking anyone willing. These teachers should be someone wanting to assist and improve future teachers, not someone wanting "time off" from the students. (ID 10)

To be taught the reading process, the writing process--To understand children better--to know how to use some imagination (ID 2)

Work more with children under certified teachers--Class that prepares you for first day of school, etc. (ID 155)

Get a 4-year degree in subject area, then a 2 year teacher education program that includes methods and student teaching (ID 20)

Providing additional resources for on-going training (ID 165)

BHSU offers an excellent teacher-prep program with time in the classroom for undergrads and updated educational research--The hands-on practice in the classroom setting is extremely important (ID 166)

More time in the classroom as student teachers. One week with absolutely no support is very educational. (ID 22)

We need the same standards in all states so if you are qualified in one state you are qualified in all states--Inform that K-8 degree not mean middle school endorsements in all areas--Pay should be the same in all states (ID 64)

More emphasis on psychology of students and discipline (ID 239)

College teaches you/exposes you to the classes you will teach (spelling, science, math, reading, social studies)--College does not teach the things listed in #9--College does not teach regular education teachers to be accommodating of students with special needs. There are so many students who could be successful in the regular classroom if teachers were comfortable with providing accommodations--They need to know that it is OK to do things differently--Fairness is not treating everyone the same--It is giving everyone what they need to succeed (ID 145)

## ***Certified Teachers Teaching More Than 20 Years***

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Mentor teachers--college courses which bring in current educators discussing various problems--I have seen that most new teachers are knowledgeable in their material--it's the discipline, etc., which cause problems for them--Having college professors constantly "deride" students for what their high school teachers did not teach them doesn't create very good "vibes" for high school educators. Maybe a dose of reality is needed here (ID 73)

Need more practical classroom management--Better understanding of standards and how to use the standards with the materials in the classroom (ID 40)

More practice teaching and computer skills--information on how schools are funded and how salaries are determined (ID 35)

Don't make teacher candidates take meaningless classes--Classes that someone who has never been in the classroom thinks will improve student learning--Too much frill (ID 56)

Interaction with experienced teachers--Talk with administrators about expectations (ID 36)

Classes on other programs--Title, others, to make new teachers aware of other programs that can have an effect on you (ID 87)

More extensive student teaching (ID 34)

Emphasize teaching will become your life not just a job--Stress professionalism--ethics--work demands--Emphasize the importance of discipline in the classroom (ID 89)

Student teachers/1st year teachers seem to come out of school well prepared to be in the classroom--The more contact they have with children while still in school, will make the transition even easier (ID 85)

Higher teacher salaries to attract better qualified students--SD continues to rank last and therefore students pursue other careers (ID 33)

Mentors to work with new teachers for a year or 2 (ID 42)

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Mentor teachers for student teachers and for first-year teachers (ID 43)

In the special ed area I believe new teacher graduates need for hands on experiences in the total process from the referral, testing, writing of IEP, to implementing the IEP, working with schedules, supervising paraprofessionals (ID 84)

In my opinion, new teachers need to have a better understanding on how to deal with special needs students--Also, from what I have seen, it would be nice if stronger work ethics could be instilled in them (ID 47)

Need to be informed of the stark realities of the teaching profession. (ID 17)

More tech training and computer applications so when they enter the classroom they have a general knowledge of digital cameras projector devices, grade books, etc. (ID 49)

Longer internships--Professors getting out to the classrooms more and developing better working relationships with the classroom teachers--More emphasis on communication and developing (ID 67)

More discipline techniques (ID 15)

I think it is great that teacher grads have the opportunity to have classroom contact early in their college education--New teachers mentors--Most teachers teach in isolation (ID 80)

Teachers need to be aware of a wide variety of teaching and learning methods that apply to all students--Also new teachers would benefit to have a mentor their 1st and 2nd year (ID 78)

Awareness of special needs children and instruction modifications; Behavior modifications and discipline techniques in education block program. (ID 4)

More education that will help with hands-on (ID 224)

A good class in child development and a mentor would be great--A pay increase for new graduates and the veteran teachers (ID 187)

More experience working with children on all levels of learning--A longer practice teaching experience with students that have a variety of learning difficulties and also with those that are very capable of learning and how to pull the groups together for more effective teaching and learning experiences (ID 189)

Mentors--More guidance and monitoring from administration (ID 190)

Inexperienced teachers would benefit by being assigned to another experienced teacher as a mentor throughout the year (ID 195)

Teaching sometimes needs to be its own reward--We need planning time, support from administration--I've never been in a situation that is lacking in materials--Teachers need an open mind and a willingness to give their all (ID 196)

More thorough knowledge of content standards, testing practice activities for \_\_\_\_\_ and Dakota Step, technology, and responsibilities and rights as teaching professionals (ID 199)

As stated in #5, education students need to be aware that graduating with a major and 1 or more minors or endorsements will not mean they will be considered highly qualified in several classes they may be asked to teach (ID 203)

I like the PSII and III training at SDSU for teachers--It seems that they get more exposure to the classroom setting (ID 206)

More realistic experiences (ID 208)

Get them into school experience situations from their first declaration of a major in education--Have them read broadly and discuss ideas with in-service teachers--Provide for and pay for an on-site mentor to help the new teacher or teacher candidate as they get started in the field of education (ID 211)

I think universities are doing a better job of having education students in the classroom more--Also it is very important to keep students updated on current trends in education so they are prepared (ID 214)

More visitation in subject area prior to student teaching (ID 218)

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Working with a variety of supervising teachers would offer greater depth in observing and acquiring and adopting numerous teaching strategies and techniques (ID 221)

I'm not sure what they have to do as new teachers--I do know at the state schools, they take tests as sophomores, but at private colleges they don't have to and yet there are teachers graduating from private schools (ID 177)

Special education inclusion accommodations and modifications for special ed; Understanding that students are not necessarily on "same page"; professional development; ethics in education (ID 19)

More practical instruction on the material we will be presenting in high school (ID 53)

I think more "hands on" classroom time other than just practice teaching would be most beneficial--I also think a mentor during the year would provide more of a "support system" for new teachers (ID 52)

Get them into the classroom earlier and longer--show/have them experience a variety of teaching styles and situations (ID 32)

As a secondary teacher, my opinion may not be worth a lot, but it seems to me that upper elementary teachers could use a more rigorous course in mathematics (ID 31)

More time in classroom--university support (mentoring) for 1st year teachers (ID 28)

Get into the teaching environment sooner and longer before the last years of college (ID 222)

The college (university) professors need to keep in touch with elementary/secondary education. Possibly teach a semester. (ID 2

From 1965-1970 I was prepared for the education I had to deal with--95% of the students were from 2-parent homes and that simply takes care of much of this problem--We have students coming into our community now that the people they live with are both on welfare--These kids are left behind and I do not know how you get them caught up--We have an 18 year old that can only read a clock--He came to us this fall--He now will take tests (for state standards) with many others--I don't know how you prepare teacher college for these types of situations--I'm glad I am retirement age (ID 223)

To-be-teachers should have more classroom experiences in their first 2 years of college--Too many teachers quit and then have wasted 4 years on a major that wasn't right for them (ID 245)

The training programs are probably okay, if 5 above could be achieved (ID 240)

More money, more autonomy, more support, less interference by politicians (ID 234)

More time with students prior to teaching (ID 231)

Techniques in handling the classroom--discipline, special needs students, average, above average, NCLB, etc.--The classroom to have so many more problems than just presenting your content of your area (ID 225)

Make sure that elementary and middle level certified teachers receive solid content-based course work in all of the content areas that are expected to teach--Several subject area majors and minors would work--Perhaps a 5-year program with one year of paid intern (Student Teaching) is needed (ID 174)

Perhaps a more general degree for science teachers. It isn't realistic to expect a science teacher for 7-12 to be HQ in bio, chem, and science--Offer courses over DDN so teachers living away from colleges and universities can take courses more easily and more effectively--or over NET (ID 26)

Prepare teachers for dealing with numerous learning styles at one time--They also should have an excellent knowledge of the subject matter they will be teaching (ID 136)

Less theory--more application--More in an actual classroom situation--Classes teaching how to modify for students and how to accommodate IEP students--Classes that address discipline and behavior (ID 96)

To keep new teacher graduates in education--the education needs to support our educators with funding for salaries and support programs--I feel the graduates are prepared but are leaving the profession for jobs with higher salaries and less demands--Too many of the educators are required to do many duties outside of classroom instruction--With added support staff some of these duties could be alleviated--But with very poor state funding schools are unable to fill many of these needs (ID 98)

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I think universities are preparing new graduates well--Attracting quality people to the field will probably be more challenging with all negative talk about NCLB--More aggressive recruiting may be needed (ID 101)

None that I know of (ID 103)

More up to date classes concerning today subject matters--How to work with parents of today and different strategies of how to work with slower students and the better students (ID 104)

The college faculty need to live in the real world of teaching and have a better grasp of that which is real--not theory--Plus, more observation and practice in classrooms by students (ID 111)

Courses in classroom management and discipline (ID 114)

I'm not sure--From my point of view, teachers are much more prepared than I was (ID 119)

New graduates need to be aware of our changing society and the variety of backgrounds our children come from and how that can impact their education--Classes dealing with individualized lessons (not only for special students) would be helpful (ID 120)

Classroom coaching--mentoring--genuine feedback based on authentic situations--My academic preparation was excellent (ID 12)

Perhaps more time in the classroom and then a really good program on how to actually and truly deal with all the different needs of the different students--What can really be done in the classroom (ID 126)

The more time spent in the classroom the better--Create a freshman shadow experience to get them started--Time should be spent with a teacher each year and more field experience (ID 128)

Teachers need to stay up with technology--Perhaps having a mandatory class on computers, scanning equipment, rise of digital cameras, etc., would benefit--or maybe colleges do that already (ID 132)

They don't have any (much) discipline to speak of--They don't take advice very well (ID 188)

I think further work in technology enhancement of curriculum, creating units without text available and getting a lot of actual classroom experience with students is vital (ID 149)

I have had many student teachers from Mount Marty College in Yankton--They have all been well prepared--They can give you valuable information on teacher preparation (ID 173)

A mentoring program for new teachers would be very helpful--A new teacher can be overwhelmed with the responsibilities of a classroom of students--A helpful colleague could serve as a mentor to a new teacher--The support and understanding of an experienced teacher can be extremely encouraging (ID 172)

Be under the guidance of an experienced teacher (ID 169)

More information about special education--Greater needs in technology usage (ID 168)

More exposure to teacher resources (ID 167)

Learn more behavior management--Allow student teachers more teaching time during their practicum rather than some of the extra busy work--Supervising teacher needs to be in the school more rather than over internet viewing (ID 133)

Same as above on No. 9--Lesson planning that you need to have in the real day to day job, classroom management skills, special and IEPs, recordkeeping especially grading, relating to students, being able to teach at student level, considering to pay school districts to provide a longer student teaching time for our new teacher graduates and cut out some of the method classes (ID 156)

I think the education system we have today is great (ID 135)

I think new teacher graduates need to be instructed on how to organize classroom materials they prepare for class--Many new teachers do not know how to set up a grade book or how to weigh daily work and quizzes and tests (ID 55)

Classes in child development--have them shadow in the classrooms sooner (ID 143)

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Having a mentor/mentee program would be very helpful to first year teachers. Preparing teacher graduates to handle extra duties outside the classroom and managing paperwork (correcting) would be beneficial. (ID 1)

More time in regular classrooms--The college supervisors and college instructors need to get into a regular classroom more often see what children are really like--Textbooks and studies they use are NOT how it really is out there (ID 139)

All students do not have the same home setting--teachers and new coaches need longer student teaching periods (ID 137)

Get the students out in schools as soon as possible so they can determine if they really want to teach--Have the student teaching experience at least one semester (ID 90)

Perhaps time management training would be helpful (ID 162)