



# DAYTONA STATE COLLEGE

## College of Education Directing Teachers-Frequently Asked Questions

### **Q: How and when should DSC pre-service teachers contact their directing teachers?**

A: DSC pre-service teachers should make contact with their directing teacher within the first week of classes beginning at the college; fall classes begin, Monday, August 29. This should be done via email or phone call.

### **Q: How will a directing teacher understand the assignments and goals of a pre-service teacher?**

A: The pre-service teacher will contact the directing teacher to schedule a time to discuss semester assignments, goals and a schedule of visitation. At this time, the pre-service teacher will share the syllabus addendum outlining the assignments and review the process for submitting the end of term evaluation forms as well as creating a schedule of visitation times.

### **Q: How and when should the pre-service teacher notify the directing teacher of tardiness, an absence, or an emergency situation?**

A: Pre-service teachers are required to contact their directing teachers immediately by phoning the school and following up in an email with any information that may deviate from the originally agreed upon schedule.

### **Q: What should a directing teacher do if a pre-service teacher has a minor disposition issue? (tardiness, inappropriate attire, disobedience of classroom policy/procedure, etc.)**

A: If a pre-service teacher has a minor disposition issue, the directing teacher should address the issue with the pre-service teacher and then contact Marty Goldys or Margie Hensler in the DSC College of Education.

### **Q: What should a directing teacher do if a pre-service teacher has a major disposition issue? (Consistent tardiness, inappropriate attire, disobedience of classroom policy/procedure, inappropriate language/behavior, disrespect of faculty/staff/administration, etc.)**

A: If a pre-service teacher has a major disposition issue, make the pre-service teacher aware, have him or her removed from the classroom environment, and immediately contact Marty Goldys or Margie Hensler in the College of Education; appropriate action will be taken.

### **Q: How involved should pre-service teachers be in the classroom?**

A: Pre-service teachers should be as involved as much as the directing teacher will allow him or her to be. The goal is to stimulate professional growth through interaction and hands-on experience. By encouraging critical thinking, problem solving, and open communication, our pre-service teachers will soon develop into model teachers. Positive practices of working effectively with diverse populations of students and trained professionals will better prepare them for building positive and successful classroom environments.