



## Office of School and Community Partnerships

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### **Policies and Procedures Related to Transient Student Teaching Placements**

Student teaching is the culminating learning experience in a teacher education program. It is the single best opportunity for a prospective teacher to connect the concepts and skills learned in teacher education course work with the authentic work of a teacher who is responsible for student learning. It provides the student teacher with an opportunity to practice, develop, and demonstrate the essential knowledge, skills, and dispositions required of all beginning teachers.

In order for faculty members to provide quality supervision and support during a student teaching experience and make informed recommendations about licensure, student teachers at UNC Charlotte are placed in districts that are geographically close to the campus. These school districts have entered into formal agreements with the Cato College of Education. They have agreed to partner with the College and attend training to ensure a quality internship experience for candidates.

On infrequent and appropriate occasions, a candidate may be granted permission to student teach in a school district that is distant from UNC Charlotte. Some reasons for a transient student teaching placement are worthy of consideration; others are not. Each candidate's situation must be considered carefully and fairly, using the guidelines outlined in this document. The following points guide the decision-making process.

#### Acceptable reasons for a transient student teaching placement:

Permission for a transient student teaching placement may be granted for very limited and exceptional circumstances that typically lie outside the candidate's control, e.g.,

- Illness or death of an immediate family member, or
- A temporary employment-related transfer and relocation of an immediate family member.

#### Unacceptable reasons for a transient student teaching placement:

Although candidates may experience a number of circumstances that would make a transient student teaching placement desirable, most situations do not justify such a placement, e.g.,

- A desire to live in another location,
- Future employment opportunities,
- Financial difficulties, or
- The convenience of a requested location.



#### Application and approval procedures for a transient student teaching placement:

1. A candidate who wishes to apply for a transient student teaching placement should consult with the Assistant Dean for School and Community Partnerships as soon as a situation arises that might warrant a transient student teaching placement. These conversations will help the candidate determine if his or her situation meets College guidelines.
2. The Assistant Dean for School and Community Partnerships, the candidate's Academic Advisor, and the Chair of the candidate's academic department will then weigh the candidate's request against the guidelines and factors specified in this document. The primary criterion used to determine the outcome of the candidate's request is the likelihood of the candidate's success in a quality transient student teaching placement. Approval of all three parties is required.

#### Responsibilities of the candidate to UNC Charlotte:

The success of a transient student teaching placement rests ultimately on the performance of the candidate. Careful attention to the following responsibilities will provide evidence of the candidate's suitability for a transient student teaching placement and his or her subsequent success in that placement. Specifically, the candidate is expected to:

1. Meet all criteria for admission to student teaching outlined in the UNC Charlotte *Catalog*:
  - Prior admission to the Teacher Education Program,
  - Senior status,
  - Completion of *all* other course work in his or her program of study,
  - Grades of C or higher in all professional education courses *and* a GPA of 2.75 or higher in those courses,
  - A GPA of 2.75 or higher in the candidate's area of teaching specialization,
  - An overall GPA of 2.50 or higher in the candidate's total program of study,
  - A recommendation from the candidate's Academic Advisor certifying readiness to student teach, and
  - Additional requirements of the candidate's specific teacher education program.
2. Become familiar with expectations and requirements outlined in the UNC Charlotte *Student Teaching and Graduate Internship Handbook*.
3. Initiate the request for a transient student teaching placement as soon as the need arises, and submit the *Application for Student Teaching* to the Office of School and Community Partnerships by the due date.
4. Assume responsibility for completing all UNC Charlotte program requirements and all North Carolina licensure requirements, including edTPA.
5. In some instances, technology is required for remote observations to take place. Candidates are responsible for ensuring that appropriate technology is available.

#### Responsibilities of UNC Charlotte to the candidate:

As a representative of UNC Charlotte, the Assistant Dean for School and Community Partnerships will assume the following responsibilities in any transient student teaching placement:

1. Request a transient student teaching placement only for a candidate who is in good standing with the University and who has completed the formal request process.

2. Communicate the requirements and expectations for the transient student teaching placement to the candidate to ensure the candidate's successful completion of all program and licensure requirements.
3. Assist the candidate in resolving any problems that arise during the transient student teaching placement.
4. Provide the candidate with information and assistance relative to completing the North Carolina licensure application process.
5. Provide a Field Placement Agreement between the school/district and the Cato College of Education (this must be in place for the transient placement to occur).
6. Ensure the placement is able to meet the North Carolina licensure requirements.

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