



Office of School and Community Partnerships
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Agreement for Student Teaching as a Teacher Assistant

Name: _____ ID #: 800 _____
Home Address: _____
Phone: _____ UNC Charlotte Email: _____
School: _____ System: _____
Principal/Director _____ Phone: _____
Classroom Teacher: _____ Grade(s): _____

UNC Charlotte recognizes that the terms of employment for teacher assistants are determined by the school system. The University does not advocate for teacher assistants to remain in their positions during student teaching. The purpose of this agreement is to assure that both the terms of employment and the student teaching requirements can be met simultaneously. This description serves to highlight some of the requirements and conditions that must be considered by the principal, the classroom teacher, and the candidate prior to the beginning of student teaching. Graduate student teaching for teacher assistants is similar to the traditional undergraduate student teaching experience. Some of the key requirements and conditions include: a)

Full-time placement for 16 weeks as follows:

- **Birth-Kindergarten:** a single birth-to-kindergarten setting with a qualified classroom teacher
 - **Elementary:** a single, self-contained elementary classroom with a qualified classroom teacher
 - **Special Education:** a classroom with at least five learners receiving the appropriate curriculum for which the graduate student teacher is seeking licensure, plus a qualified classroom teacher.
- b) Supervision by the classroom teacher who meets the requirements to serve as the clinical educator:
- a. Full-time teaching responsibilities for the student teaching semester
 - b. Professional Level II licensure in the area student teacher is seeking licensure
 - c. At least three years of teaching experience
 - d. Willingness to serve as a clinical educator, **including a role reversal**, as necessary, with the teacher assistant
 - e. Effective instructional, management, communication, and interpersonal skills
 - f. Effective mentoring and supervision skills to conduct formal observations and conferences
 - g. Demonstrated professionalism and on-going professional growth
 - h. Endorsement by the principal as a good role model for teaching
- c) Release from teacher assistant responsibilities for **the entire 16-week semester**. During the semester, the teacher assistant will:
- a. Begin the 16-week internship on the first day teachers are required to report (in fall and spring semesters).
 - b. Gradually assume responsibilities each week for planning, teaching, and assessing all areas of the curriculum, with sufficient opportunities for observing prior to the assumption of full-time teaching responsibilities.
 - c. Assume full-time teaching responsibilities for a minimum of **four consecutive weeks**.
 - d. Gradually release teaching responsibilities each week for the remainder of the semester after completion of full-time teaching.
 - e. Attendance in required seminar and/or courses during the student teaching semester for program completion.
- d) Opportunity to complete the standard requirements, including written lesson plans for all lessons taught, videotaping for edTPA completion, periodic on-campus seminars, a reflective journal, and formal observations and conferences.

The conditions of this agreement are valid only if the candidate remains employed during the yearlong internship/student teaching semesters in the school/district indicated. The district, school, and principal are under no obligation to provide a placement for teacher assistants who separate prior to or during the terms indicated.

We understand and agree that _____ will be able to complete the requirements and conditions noted above while employed as a teacher assistant.

Principal or District Office Contact Signature	Printed Name and Email	Date
Clinical Educator Signature	Printed Name and Email	Date
Graduate Student Teacher (TA) Signature	Printed Name	Date