



Office of School and Community Partnerships  
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**Agreement for Student Teaching as a TAs to Teacher Participant**

Name: \_\_\_\_\_ ID #: 800 \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ UNC Charlotte Email: \_\_\_\_\_  
 School: \_\_\_\_\_ System: \_\_\_\_\_  
 Principal/Director \_\_\_\_\_ Phone: \_\_\_\_\_  
 Clinical Educator: \_\_\_\_\_ Grade(s): \_\_\_\_\_  
 Clinical Educator Email \_\_\_\_\_

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 TA (candidate) prior to the beginning of student teaching. TAs to Teachers participants are undergraduate students without a relevant degree. They must be relieved of their TA duties during student teaching and adhere to the requirements under [NCGS § 115C-269.1](#). 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:
  - **Elementary:** a single, self-contained elementary classroom with a classroom teacher that meets the qualifications listed below.
- 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; and
  - 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 (Name and Email)	Date
Clinical Educator (Name and Email)	Date
Student Teacher (TA)	Date

