



## Office of Clinical Experiences

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ECU College of Education candidates completing educator preparation programs must complete the same requirements if they are on campus, transfer, distance education, undergraduate, licensure only, or Master of Arts in Teaching candidates. ECU recognizes that the terms of employment for teacher assistants are determined by the school system. The purpose of this agreement is to assure that both the terms of employment and the student teaching requirements can be met simultaneously. The EPP does not permit teacher assistants to remain at a school site where they have attended, their children are enrolled or where relatives are employed. Preferences for student teaching placements are outlined in the ECU Teacher Assistant/Employee Internship Placement Policy. The requirements for student teaching internships are outlined below:

- a) **Full-time placement** for 15 weeks as follows:
  - Birth-Kindergarten: a single birth-to-kindergarten setting with a qualified classroom teacher.
  - Elementary: self-contained elementary classroom with a qualified classroom teacher (single or departmentalized team placement, maximum of two classrooms).
  - Special Education: a classroom with at least five learners receiving the appropriate curriculum for which the student teacher is seeking licensure, plus a qualified classroom teacher.
  - Other areas: a single, self-contained classroom in the licensure area with a qualified classroom teacher.
  
- b) Supervision by the classroom teacher who meets the following requirements to serve as the clinical teacher as outlined in **GS115C-269.25**:
  - Full-time teaching responsibilities for the student teaching semester
  - Professional Level II licensure in the area student teacher is seeking licensure
  - At least three years of successful teaching experience within the last five years
  - Has received proficient ratings or higher on the NCEES
  - Willingness to serve as a clinical teacher, **including a role reversal**, as necessary, with the teacher assistant
  - Effective instructional, management, communication, and interpersonal skills
  - Effective mentoring and supervision skills to conduct formal observations and conferences
  - Demonstrated professionalism and on-going professional growth
  - Endorsement by the principal and district as a good role model for teaching
  
- c) Release from teacher assistant responsibilities 1 day per week during Intern I semester (15 week semester). During the Intern I semester, the teacher assistant will:
  - Begin the 15-week internship according to the ECU academic semester calendar (fall and spring semesters).
  - Candidate would report one full day per week to Internship I site serving in the role of a student intern.
  - Candidate would have to teach a minimum of three approved lessons throughout the semester with prior approval from the Clinical Teacher.
  - Attend required ECU seminar and/or courses during the student teaching semester.
  - Note: Special Education candidates will complete their edTPA in Internship I which will require 3 days of consecutive teaching for this semester with videotaping of lessons.
  
- d) Release from teacher assistant responsibilities for Intern II semester during **the entire 15-week semester**. During the semester, the teacher assistant will:
  - Begin the 15-week internship according to the ECU semester calendar (fall and spring semesters).
  - Candidate will report 5 full days per week, following the district calendar, serving in the role of a student teaching intern.
  - Release from teacher assistant responsibilities for the duration of the Internship II semester. These days should not include the responsibilities of the TA role (i.e., additional duties related to transportation, student assistance, encore supervision, etc.). Student teachers will participate in activities and duties required of their clinical teacher.
  - 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.
  - Assume full-time teaching responsibilities for a minimum of **15 consecutive days** and then gradually release responsibilities as outlined in their long-range plan.
  - Candidates will provide instruction for three consecutive days to complete the edTPA requirement, which will include recorded lessons of instruction.
  - Attendance in required seminars and/or courses during the student teaching semester for program completion.
  - Candidate may serve as a sub in their assigned placement for no more than five total days, with no more than two consecutive days during the Internship II semester after their first successful observation and with both clinical teacher and university supervisor approval.

- Candidate potentially may be available for early release according to the ECU semester calendar (fall and spring). Early Release is contingent on the candidate having their last course completed during the spring semester with no summer coursework remaining, passing edTPA on first attempt, proficient ratings on observations, and approvals by the program and clinical experiences. The district must follow EPP guidelines to request early release from internship.

ECU recognizes that continued employment and student teaching requirements place a candidate in a dual role. There are many benefits for this dual role; however, there are also common concerns shared as a result of the dual roles. The Office of Clinical Experiences offers these suggestions:

- The TA/student intern will work directly with the assigned Clinical Teacher and their Principal in resolving issues related to the dual role.
- A Methods Instructor is involved during Internship I as a university point of contact who grades the Intern I candidate and a University Supervisor is available during the Intern II semester to assist with long range planning related to requirements with the candidate and Clinical Teacher.
- Common concerns encountered by candidates in dual roles include: being asked to perform job duties on their assigned internship day; being pulled to serve as substitutes that result in the TA/student intern missing their internship time; not included in meetings, planning, and professional development; and feelings related to not being perceived as serving in a teacher role.

The agreement works to provide all parties with the requirements of internship so there is an awareness of all responsibilities that will be needed in order for the candidate to successfully complete teacher licensure requirements. 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	Date
Clinical Teacher	Date
Student Teacher (TA)	Date