



Kutztown University | College of Education
Office of Clinical Education

Mentor Teacher Handbook

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Mentor Teacher Guidelines

Mentor Teacher Criteria

PDE requires that mentor teachers meet the following criteria:

- Hold PA certification in subject area taught.
- Possess a minimum of three full years of teaching experience.
- Possess a minimum of one year teaching experience in the present school entity.
- Agree to collaborate frequently with the university supervisor on the observation, development, and evaluation of each student teacher.
- Review this document.

Preparing for Your Student Teacher

Setting Up for Success

It's important to develop a positive relationship and create a comfortable environment for your student teacher before the clinical experience begins.

- Become familiar with your student teacher's resume.
- Get to know them by setting up an in-person meeting before school begins.
- Introduce them to your principal, colleagues, and team members.
- Acquaint them with your school's policies, schedule, building layout, emergency plans, your classroom and technology.
- Give them clear professional guidelines and provide them with the school's student and teacher handbooks.
- Prepare your students for the arrival of your student teacher and encourage them to look upon them as a member of the teaching team. Experience shows that the attitude of students has a significant impact on the success of the student teacher.
- Arrange a workspace for the student teacher to utilize.

Involve your Student Teacher from Day 1

Week One:

- Introduce your student teacher to the students and make them feel welcome.
- Inform them of any allergies, medical issues, or other special situations your students experience.

- Provide classroom observation and participation time.
- Assign tasks and duties as you see reasonable.
- Allow time for them to build a rapport with students.

Following Weeks:

- Increase co-teaching responsibilities between the mentor and student teacher.
- Allow them to take on more responsibility with each day as you see reasonable.
- Give them independence and allow for creativity in teaching lessons.
- Student teachers are expected to take over most teaching by the end of the placement.

Your Role as a Mentor Teacher

Providing Instructional Support

View your student teacher as an emerging professional under your guidance with your role supportive to this goal. Provide them with sound advice, a positive perspective and encouragement.

- Give them clear guidelines and expectations to follow.
- Make time for weekly planning and discussion.
- Model effective teaching practices and make your thinking transparent.
- Implement collaborative teaching and share decisions, ideas, and observations.
- Guide them in helping students with special needs.
- Observe and provide daily feedback.
- Help them find and use reliable resources.

Communication with your Student Teacher

Open communication between a student teacher and mentor is crucial and should be based on trust and respect.

- Interact with them regularly.
- Communicate informally and formally.
- State desirable behaviors in positive terms.
- Create a safe atmosphere where your student teacher feels comfortable asking questions and expressing concerns while maintaining confidentiality.
- Ask questions, actively listen, verbally reflect for understanding.
- Provide daily constructive feedback that is supportive yet honest.
- Maintain communication with the supervisor.
- Maintain communication with the KU Clinical Education office. Contact clinicaleducation@kutztown.edu with questions or concerns.

Weekly Clinical Experience Practicums

Students attend mandatory seminar sessions with their KU supervisor every Tuesday throughout the semester.

- Your student teacher will provide you with their seminar schedule.

- Student teachers are to be permitted time to travel to the KU campus safely for seminar but not take advantage of leaving assignments too early.

[Please refer to the Clinical Experience Practicum Calendar linked on our website here for specific dates by semester.](#)

Student Teacher Placements

Placement Confirmation

Once the placement has been confirmed, you can expect the following:

- An introductory email or phone call from your student teacher requesting a meeting with you prior to the start of clinical experience.
- An official communication from the Office of Clinical Education which includes information about the semester schedule, attendance, evaluations, and stipends.

Placement Changes

Placement cancellations or changes in assignments may sometimes occur due to several reasons:

- An issue with clearances.
- Student's personal issues.
- A change in one of two placements affecting the other.
- Students' employment or certification status changes.
- Supervision changes.

The Office of Clinical Education will notify you and your district office if a situation arises. We ask for your patience and understanding if these issues occur.

Personal Requests for Placements

To request a placement with a particular student, inform your principal/district office who should then forward the request to the Office of Clinical Education (clinicaleducation@kutztown.edu). The request must meet the following guidelines:

- Your school must be within a 40-mile radius of Kutztown University.
- Your school must have a current affiliation agreement with KU.

Evaluations & Anthology

Evaluation Rubric

The KU College of Education has adopted Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* as a rubric to evaluate student teachers and guide improvement. This assessment:

- It is based on a body of research to identify principles of effective practice and classroom organization and is grounded in a constructivist approach to learning and teaching.

- Is intended to serve as “a road map to guide novice teachers... and a means to focus improvement efforts.”
- Mirrors the In-Service Educator Effectiveness assessment.

[Find our KU Adapted Danielson Rubric linked here.](#)

In-Progress Informal Reports

In-progress informal reports are observations written by the mentor at regular intervals during the student teaching placement. These reports will help contribute to the final cumulative formal evaluation(s). [Find due dates by semester on the Clinical Experience Practicum Calendars linked here.](#)

Mentor teachers will write **three** in-progress informal reports per half semester period. For full semester placements, a total of **six** in-progress reports are completed by the mentor.

- Use the in-progress report form that is specific to your student’s instructional area:
 - [Art, Music, Library, & Secondary form](#)
 - [Elementary & Middle Level form](#)
 - [Special Education form](#)
- Review the report with your student teacher.
- Give a copy of each completed report to the student teacher and the supervisor.

Cumulative Formal Evaluations

The cumulative formal KU Adapted Danielson evaluation is completed toward the end of each half semester period on **Anthology** (see next section). These formal evaluations are based on the three previous in-progress reports as well as other informal observations. The evaluation will contribute to the PDE 430 evaluation completed by the supervisor.

- If you have a student for **one half semester period**, you will complete the formal evaluation **once**.
- If you have a student for the **full semester period**, you will complete the formal evaluation **twice**.

Anthology

You will receive an automated email from Anthology when the formal evaluation becomes available. This happens around 5 weeks after the start of a half semester period.

- Click the **Anthology login link** in the email.
- Enter your school email on the **Guest Login** screen and click **Login**. You should be taken to the evaluation. (If this does not work, please contact us at coesupport@kutztown.edu)
- Score each criterion in the evaluation and add any comments you choose.
- When all criteria are scored, a green **Save** button will appear in the upper right. Click this to fully save and submit the evaluation.
 - Or you may choose to **Save as Draft** and submit it later. Use the login link in this email to access your account again. On the Notification page, click **Complete** to open the evaluation. Score all criteria and click the green **Save** button to submit.

Guest Anthology Accounts

Mentor teachers have guest Anthology accounts. Accounts are accessible only when there is work to complete. Once all work is submitted, the account will remain active for 7 days after this date. After that point, access is lost until new work is made available. A new email with a link to login will be sent by Anthology.

Lost the Login Link?

If you cannot access the emails with login links, you can request a new invitation here: (<https://kutztown.chalkandwire.com/LostInvitation.aspx>) Enter your school email and click **Recover My Invitation**. Anthology will email you with a new link to access your account if it is still active with work.

More Anthology Resources:

- [Anthology’s quick start guide for mentor teachers here.](#)
- [A YouTube walkthrough of the Anthology evaluation process here.](#)
- [PDF step-by-step instructions for scoring the formal evaluation in Anthology.](#)

For help with Anthology, contact the COE Support Center M-F 8am-12pm, 1pm-4:30pm

Vale Deeter, Management Technician
coesupport@kutztown.edu, 484-646-5900

Evaluation Overview

Evaluation:	Completed By:	Accessed Through:
Three informal in-progress reports per half semester period	Mentor	<ul style="list-style-type: none"> o Art, Music, Library, & Secondary form o Elementary & Middle Level form o Special Education form (Can be done electronically or on paper.)
One formal cumulative evaluation per half semester period	Mentor and Supervisor	Anthology (link emailed to mentor when available)
One PDE 430 assessment per half semester period	Supervisor only	Anthology

Addressing Concerns of a Student Teacher’s Performance

Observations and assessments provide constructive feedback necessary to a student’s growth and development as a teacher. But what do you do if your student teacher is not responsive to your suggestions?

- If they are not responsive to your feedback, the supervisor should be contacted promptly.
- A conference of the student teacher, mentor, and supervisor is often helpful in clarifying situations, offering suggestions, and establishing a plan and timeline for change.
- The chair of the student’s department is available to mediate serious problems.

Mentor Teacher Stipends

Stipend Rates

STIPEND INFORMATION:

Stipend amounts are established by PASSHE, the Pa State System of Higher Education. If mentorship is shared between two mentor teachers simultaneously, the appropriate stipend amount will be split equally between the two mentor teachers.

- New KU mentor teacher 8 weeks: \$145
- Experienced KU mentor teacher 8 weeks: \$290
- New KU mentor teacher 16 weeks: \$290
- Experienced KU mentor teacher 16 weeks: \$580

***If your student teacher has qualified for the PA Student Teacher Support Program through administered by the PA Higher Education Assistance Agency (PHEAA), you will receive an additional [mentor teacher application](#) from your LEA. Beyond the standard KU stipend DocuSign form, this application is the only other paperwork to complete to receive both PASSHE and PHEAA stipends, which will be disbursed on the same timeline.

Stipend Forms

A link to the new secure online stipend form will be sent by the Clinical Experiences office. Stipend forms are due via DocuSign no less than 1 week prior to the end of the KU semester.

Stipend Checks

Stipend checks will be mailed to the home address you list on the form. An email will be sent to inform you that the checks have been mailed.

- Checks for fall semester placements will be sent in January.
- Checks for spring semester placements will be sent in June.

Student Teacher Roles & Responsibilities

Expectations

Student teachers attend a mandatory orientation at which all expectations and responsibilities are made clear. Your student teacher is expected to:

- Follow all school policies as your faculty do.
- Follow the school schedule and calendar as your faculty do.
- Actively seek responsibility.
- Always display a professional demeanor.
- Dress professionally/appropriately according to your school's policies.
- Attend faculty meetings, conferences, and in-services whenever possible.

Scheduling & Lesson Planning

Student teachers are responsible for keeping up with and creating schedules.

- Weekly schedules will be handed in at Seminar.

Student teachers are responsible for lesson planning.

- A plan is expected for *every* lesson taught.
- Mentor teachers are asked to initial every plan.
- Student teachers should ask their mentors to make suggestions and revisions to the plans.
- Student teachers should be prepared with their lessons. If they do not have a plan, they should not teach the lesson.

Attendance Policies

Expectations

- Student teachers should be in attendance and *punctual* every day.
- Student teachers may miss up to 10 days over the course of the semester for illness and/or personal reasons. In the event of an absence, the student teacher must notify the mentor teacher, the KU supervisor and clinicaleducation@kutztown.edu of their absence as soon as they know they will not be reporting to work.
- Student teachers should give materials & lesson plans to the mentor prior to an absence.
- The supervisor and Clinical Experiences office are the only people who can decide if or how an absence(s) needs to be made up.
- **Mentor teachers are asked to call or email the Clinical Experience office with any questions regarding a student teacher's absence.**

Mentor Teacher Absences

In the case of a mentor teacher's absence:

- **A student teacher cannot be left alone in the classroom without a mentor teacher or substitute teacher for the day.**
- If the mentor teacher is absent, a student teacher SHOULD attend school with a school-provided substitute teacher. This is a good opportunity for them to be in control of a classroom.
- PDE policy, Act 91 of 2021, will allow student teachers to be employed as substitutes for their mentors no more than 10 days total during the student teaching semester.

Student Teachers as Substitutes

Per PDE's Act 91 of 2021, student teachers may act as substitutes so long as they follow KU and PDE policy:

- KU College of Education's [Substitute Teaching While Student Teaching Policy](#) allows student teachers to be paid as substitutes for up to 10 days of the student teaching semester if there is pre-approval from the mentor, the supervisor, and the student teacher.
- **Student teachers can only substitute in their placement classroom, for their mentor teacher.**
- Any additional paperwork and approval must be in place with the school district.
- [To be eligible to substitute, student teachers must meet the requirements of Act 91, linked here.](#)

KU Supervisor Roles & Responsibilities

The supervisor's role includes:

- Acting as a liaison between the mentor teacher & the university.
- Maintaining an open line of communication and sharing any concerns which may arise.
- Sharing goals and expectations of the College of Education with the mentor teacher & school.

- Providing support to both the mentor teacher and the student teacher.

The supervisor will:

- Schedule a visit to your school within the first two weeks of the placement.
- Provide their contact information (KU email and cell/office phone).
- Observe and evaluate the student teacher three times during each half semester.
- Conference with the mentor teacher and the student teacher during visits.
- Complete two formal assessments, the PDE 430 Final Evaluation and assign final course grades.

Have Questions or Need Help?

Please contact the Office of Clinical Education (clinicaleducation@kutztown.edu) with any questions or concerns regarding student teaching. We are available M-F from 8am-12pm, 1pm-4:30pm (Summer hours: 8am-12pm, 12:30-4pm).

Dr. Tracy Driehaus, Assistant Director
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610-683-4276

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For help with Anthology and accessing evaluations, contact the COE Support Center M-F 8am-12pm, 1pm-4:30pm

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