



Clinical Practice Handbook

A Guide for Mentor Teachers

2026-2027

University of Southern Indiana

Teacher Education Department

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Welcome!

The credit belongs to the man who is actually in the arena, ...who strives valiantly...who actually strives to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause... --Theodore Roosevelt (The Man in the Arena)

Clinical experiences offer valuable opportunities for teacher candidates to grow through expert mentorship and meaningful hands-on learning. These experiences help teacher candidates connect theory to practice, strengthen instructional and classroom management skills, and make informed, evidence-based decisions.

As guests in the school community, teacher candidates are expected to follow all policies and procedures and to view their time in classrooms as a privilege. Clinical experiences can be rewarding, challenging, and sometimes overwhelming—all important parts of the learning process. The experience includes three phases:

In the **Exploration Phase**, **teacher candidates** begin their journey by working closely with their mentor teachers to observe daily classroom routines, learn the roles and responsibilities of educators, and experience what teaching looks like in real school settings. Candidates may work one-on-one with students, support small groups, or assist with whole-group activities as appropriate. This phase occurs in shorter time blocks and allows candidates to explore whether a career in education is the right fit for them. USI instructors also observe candidates during this phase to provide encouragement and formative feedback.

In the **Analysis Phase**, **teacher candidates** are placed in a local school for full-day experiences, where they work alongside their mentor teachers in whole-group, small-group, and one-on-one settings. Candidates become more fully immersed in the daily rhythms of the classroom, taking on greater responsibilities as they grow in confidence and skill. USI faculty are on site or available to observe and support candidates, offering guidance and feedback that strengthens their developing practice.

Synthesis Phase: Clinical interns complete a 16-week placement in an elementary, middle, or high school. Using the co-teaching model, interns are fully immersed in the daily work of teaching, including planning, instruction, classroom management, assessment, and reflection.

Sincerely,

Mrs. Becky Moore, M.A.Ed.

Director of Clinical Practice

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MENTOR TEACHER

Policies, Responsibilities, and Procedures

Policies

Description of Criteria for Site-Based Clinical Educators

To ensure high-quality clinical experiences, all mentor teachers who support University of Southern Indiana teacher candidates must meet specific professional criteria. These standards help guarantee that candidates learn from skilled practitioners who model effective instruction, professional decision-making, and developmentally appropriate practice.

Criteria for Mentor Teachers in P–12 School Settings

- Be licensed in the subject area and grade level corresponding to the teacher candidate's placement.
- Have a minimum of two years of teaching experience.
- Have received at least an “effective” rating on their most recent performance evaluation.
- Be approved by the building-level administrator to serve as a mentor teacher.

Criteria for Mentor Teachers in Early Childhood Agencies

- Hold a certificate or license in Early Childhood Education, or have comparable professional preparation.
- Have at least two years of experience working in early childhood education.
- Have received at least an “effective” rating on their most recent performance evaluation.
- Be approved by the site coordinator or building-level administrator to support teacher candidates.

These criteria ensure that mentor teachers can provide meaningful guidance, uphold program expectations, and contribute to strong, practice-based learning experiences for all teacher candidates.

Teacher Candidate Disposition Inventory

Professional dispositions—“the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC, p. 6)—are essential for effective teaching, guiding ethical behavior and interactions in the classroom and school community.

USI’s Teacher Education Department has adopted dispositions aligned with CAEP Standard R1 as essential for teacher effectiveness. During each field placement, mentor teachers complete the Disposition Inventory (noted below) in Watermark™. Items marked “disagree” include feedback, and candidates will meet with the university instructor to discuss next steps or a Student Progress Review plan if needed.

Teacher Candidate Disposition Inventory Statements:

The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:

1. Demonstrates high expectations for self and P-12 students.
2. Demonstrates patience and compassion by providing appropriate wait time for student responses and offering positive reinforcement to P-12 students experiencing difficulty during the learning process.
3. Communicates respectfully and responsively in diverse environments without imposing personal or cultural values.
4. Actively seeks out new information and innovative, evidence-based teaching strategies.
5. Demonstrates the ability to maintain cognitive capacity (attention, focus, memory, and processing speed needed to understand complex information) in university and P-12 classrooms.
6. Analyzes, synthesizes, integrates concepts, and problem-solves to formulate assessment and educational judgments.
7. Demonstrates the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to be flexible in rapidly changing circumstances. This includes demonstrating flexibility during the learning process.
8. Organizes time and materials, prioritizes tasks, performs several tasks at once, and adapts to changing situations and environments.
9. Demonstrates appropriate use of technology during meetings, classes, and clinical experiences.
10. Demonstrates an awareness of appropriate social boundaries between P-12 students and educators and adheres to those boundaries.
11. Thinks analytically about educational issues and reflects thoughtfully on their practices.
12. Demonstrates compliance with federal and state laws and all USI handbook policies.
13. Adheres to USI’s academic integrity policy.
14. Expresses themselves effectively in written and oral English to communicate concepts, assignments, evaluations, and expectations with members of the learning community,

such as Teacher Education faculty, P-12 students, parents, administrators, and other school and community personnel.

13. Maintains P-12 student confidentiality, disclosing information only for professional purposes or as legally required by law.
14. Demonstrates a calm demeanor and effective coping strategies in stressful environments and addresses issues of concern professionally.
15. Maintains appropriate personal hygiene and dresses professionally, adhering to guidelines outlined in the applicable USI handbook.
16. Consistently meets course and clinical experience policies and requirements.
17. Is punctual and maintains regular attendance for professional commitments, including classes and clinical experiences.
18. Seeks assistance promptly from instructors and supervisors.
19. Responds appropriately to constructive criticism from instructors and supervisors.
20. Functions effectively in a collaborative team, whether with peers, P-12 students, parents, other school personnel, or community members.

Teacher Candidate Attendance

This summary is provided to ensure mentor teachers are informed of **attendance expectations and procedures** for teacher candidates during clinical placements.

Attendance Requirement

- Attendance for all assigned clinical practicum days is expected.
- Clinical placements are required for licensure, accreditation, and continued progression in the Educator Preparation Program.
- Teacher candidates must follow the attendance policy outlined in their course syllabus and communicate attendance directly with the mentor teacher, university instructor, and Director of Clinical Practice.
- Candidates are responsible for reporting and documenting absences. The mentor teacher and university instructor collaborate to monitor attendance and address concerns.

Health Guidelines

Teacher candidates must follow the same health guidelines as P–12 students and **should not report to school** if they have:

- Fever over 100°F
- Vomiting or diarrhea
- Unexplained rashes

- Chickenpox, pink eye, impetigo, scabies, ringworm, or other contagious illnesses

Emergency Absences (Excused)

For verified emergencies (e.g., medical emergency or death in the immediate family):

- The candidate must notify **before the school day begins** via USI email:
 - Mentor Teacher
 - University Instructor
 - Director of Clinical Practice
- Official documentation must be submitted within **48 hours**.
- If excused, a **make-up experience may be approved** based on school availability and mentor teacher consent, in consultation with the university instructor. Make-up hours are not guaranteed.

Unexcused Absences

Absences without timely communication or documentation are considered unexcused and may result in:

- **A Disposition Alert**
- A formal meeting with university instructor, mentor teacher and/or Director of Clinical Placement
- An Improvement Plan
- Modification, suspension, or removal from the clinical placement

Reinstatement is coordinated through the Office of Clinical Experiences and is not guaranteed.

Tardiness and Partial Attendance

- Punctuality, communication, and full participation are professional expectations.
- Repeated tardiness or early departures may be treated as unexcused absences.
 - **First incident:** Written warning and documentation
 - **Second incident:** Disposition Alert, meeting with university personnel, possible Improvement Plan or removal

Summary of Expectations

To remain in good standing, teacher candidates must:

- Attend and actively participate in **90–95% of scheduled clinical days**

- Follow all emergency communication procedures
- Complete approved make-up experiences, if applicable
- Demonstrate professional conduct, including punctuality, preparedness, and respectful communication

Mentor teachers are encouraged to communicate concerns promptly with the **university instructor or Director of Clinical Practice**.

Arrival and Departure

Teacher candidates are expected to follow the placement schedule assigned by the Director of Clinical Placement. Teacher candidates are encouraged to arrive early, ensure punctuality, and remain on-site for the entire scheduled experience. If a candidate must arrive late or leave early due to extenuating circumstances, they are responsible for notifying the USI instructor and mentor teacher via USI email in advance.

We kindly ask for mentor teachers' support in communicating concerns such as frequent late arrivals or early departures to the university instructor so that timely guidance can be provided.

Inclement Weather

Days when school is closed due to inclement weather do not count against the teacher candidate. The Time Log should indicate any scheduled observation days that result in a day closed due to weather/emergencies.

Calendar

Teacher candidates will follow the USI calendar for holidays and breaks. Check the school/district calendar for days that schools are not in session. Classes may meet on the USI campus when school is closed. USI instructors will provide information for individual course schedules. The Time Log should indicate any scheduled observation days that are missed as a result of the day the site/school is closed.

Professional Communication, Use of Technology, and Social Media

Teacher candidates are expected to maintain professional communication and appropriate boundaries at all times during clinical experiences. Mentor teachers play a key role in modeling, monitoring, and addressing professional communication practices. In the event of an emergency, teacher candidates may text or call their mentor teacher for immediate communication. All other communication should reflect professional expectations.

While communication among peers may be informal, teacher candidates are expected to use professional language and Conventional English in all written and oral communication with mentor teachers, administrators, school personnel, and university faculty.

Concerns regarding professional communication, use of technology, or social media may be addressed through the **Disposition Alert process** if necessary.

Cell Phones and Electronic Devices

Cell phones and other electronic devices should not be visible or used by teacher candidates during the clinical experience. Limited use may be permitted at the mentor teacher's discretion for instructional, safety, or emergency purposes only. Personal use—including texting, checking social media, personal email, or phone calls—is strictly prohibited when candidates are in the presence of students.

If a teacher candidate anticipates an emergency call or message, they are required to notify the mentor teacher at the beginning of the day. Mentor teachers are encouraged to report concerns regarding inappropriate device use to the university supervisor or Director of Clinical Practice, as appropriate.

Email Communication

Teacher candidates are required to use their official USI email account for all communication with university instructors, site coordinators, administrators, and mentor teachers. Personal email accounts should not be used for professional communication.

Candidates are expected to check their USI email daily, as it is the primary method of communication regarding expectations, deadlines, and clinical experience requirements. Use of the USI email system supports clear documentation of communication when needed.

Social Media and Professional Image

Teacher candidates are expected to maintain a professional public image, including on social media platforms (e.g., Facebook®, Instagram®, Snapchat®, TikTok®). Candidates should not initiate or accept social media connections with P–12 students or parents, as this constitutes a breach of professional boundaries.

Teacher candidates are required to follow all school and district policies regarding technology use, email communication, and social media. Mentor teachers who observe concerns related to a candidate's online conduct or professional boundaries should communicate those concerns to the university supervisor or Director of Clinical Practice. If needed, concerns may be formally addressed through the **Disposition Alert process**.

Mentor Teacher Guidance: Teacher Candidate Professional Dress Code

This section informs mentor teachers of their role and responsibilities regarding teacher candidate professional appearance during clinical placements.

Professional Appearance Expectations

- Candidates are expected to be **perceived as professionals**, not students. This includes representing themselves, USI, and the P–12 school community positively.
- **Business casual attire** is standard: conservative, clean, and appropriate for a P–12 environment. Clothing should not be trendy, distracting, or revealing.
- Candidates must follow guidance provided by the **mentor teacher, school administrator, and university instructor** regarding dress.
- **Noncompliance** constitutes a Professional Disposition concern and may result in a Disposition Alert, being sent home, or removal from placement for repeated violations.

Name Badge Requirements

- A **USI photo name badge** is required and should be visible on a collar or lanyard.
- Candidates must follow the clinical site’s ID policies; **USI student ID badges with student numbers are not permitted.**

Hygiene and Grooming

- Maintain **personal hygiene at all times.**
- Clothing must be clean, properly fitted, and pressed.
- Hair and nails must be neat; hair color should be natural. Facial hair must be clean and trimmed.

Accessories and Fragrance

- Jewelry should be minimal and professional. Visible piercings should be subtle; if necessary, replaced with clear spacers.
- Cologne, perfume, and fragrances should be used sparingly.
- Avoid distracting accessories, such as artificial eyelashes or overly bright adornments.

Clothing Guidelines

- **Shirts/Blouses/Sweaters:** No athletic-style T-shirts or sweatshirts; clothing must not be tight, short, or revealing; midriff and cleavage must be covered.
- **Pants/Skirts/Dresses:** Colored denim is allowed. Skirts/dresses no more than 2–4 inches above the knee. Leggings/jeggings must be worn with tunic-length top. No cargo, pajama-style, or torn clothing. Shorts are not allowed unless approved for PE.
- **Footwear:** Clean, safe, professional; no flip-flops, Crocs®, slippers, or distracting shoes. Tennis/athletic shoes are allowed if professional in appearance.

Spirit Days

- Candidates may participate in school spirit days **with mentor teacher and university instructor approval**.
- Jeans may be worn only on approved spirit days; they must not be torn, faded, too tight, or baggy.
- Professional perception must be maintained even on spirit days.

Mentor Teacher Role

- Monitor candidate appearance daily and provide guidance as needed.
- Communicate with school administrators and university instructors if concerns arise.
- Ensure candidates understand the impact of professional appearance on students, staff, and the school community.
- Approve participation in spirit days and special dress activities, ensuring professionalism is maintained.

Clinical Practice Placement Termination Policy

When there is a problem with the teacher candidate's performance, attendance, and/or disposition, the situation will first be addressed by the course instructor and a disposition alert will be filed. If the problem continues or if it is more serious, the Director of Clinical Practice may suspend the teacher candidate's placement, and a Student Progress Review plan may be developed.

If the teacher candidate violates the USI Code of Conduct or any policies of the school to which he or she has been assigned, the USI Dean of Students will be involved in the decision about the teacher candidate's status.

A school district, principal, mentor teacher, course instructor or Office of Clinical Experience may suspend or terminate a clinical practice for reasons that are deemed serious in nature. In such circumstances, no plan for Student Progress Review will be executed.

A teacher candidate, whose placement is ended by the P12 site/school or the USI Office of Clinical Experience, will not be placed in a different site/school/grade level for the remainder of the semester.

Time Log

Teacher candidates in the Exploration and Analysis Phases must maintain an accurate **Time Log** in Watermark™, updating it after each visit. Directions for completing the log are provided in Watermark™. Mentor teachers are responsible for **reviewing and approving or rejecting** each time log entry weekly.

Classroom Observations

University instructors will complete two observations for each teacher candidate. One observation will occur in person, and one may be completed through the GoReact® video platform. The video observation will be recorded by the teacher candidate and submitted solely for academic and assessment purposes. All recording permissions have been pre-approved with school sites. These observations will take place during your teacher candidate's clinical placement, and your support in facilitating them is greatly appreciated. If a placement site does not allow video recording, the university instructor will conduct two in-person observations instead.

Suggested Trainings

It is suggested that mentor teachers complete the following trainings: Watermark System Training, which supports assessment and documentation processes; training for the Teacher Candidate Disposition Inventory to ensure consistent and fair evaluation of candidates; and evidence-based Science of Reading training. Acceptable evidence of Science of Reading training may include completion of programs such as LETRS, Keys to Literacy, participation in professional development through the Indiana Learning Lab, district or school-sponsored literacy training, or earning a licensure literacy endorsement such as passing the ETS Praxis 5205.

Responsibilities and Procedures

Mentor teachers play a vital role in guiding and evaluating teacher candidates during clinical practice. They are expected to model professionalism, provide support, and collaborate with university instructors to ensure a high-quality experience.

Mentor Teacher Qualifying Credentials

Mentor teachers are asked to complete the Qualifying Credentials Information form to ensure accurate, up-to-date professional information. This allows USI to match teacher candidates with experienced mentors, supports high-quality clinical placements, and meets accreditation requirements. Keeping credentials current helps provide candidates with the best learning experiences under your guidance. Your participation is essential in shaping the next generation of educators.

Phase-Specific Expectations

As teacher candidates progress through their clinical experiences, mentor teachers play a key role in supporting their growth using a gradual release model—guiding candidates as they move from observing, to assisting, to leading instruction. Expectations shift across each phase, and mentor teachers provide the guidance, feedback, and opportunities necessary for candidates to develop confidence and effectiveness in the classroom.

Mentor teachers may use the gradual release model timeline as a suggested guide when supporting teacher candidates in the classroom.

Gradual Release Timeline Suggestion (EXPLORATION)

Competency Domain	I Do / Observation & Initial Practice	We Do / Guided Practice & Feedback	You Do Together / Supported Independence	You Do Independently / Demonstrated Competency
Facilitating Learning				
Demonstrates Content Knowledge and Uses Academic Vocabulary	Observes mentor using accurate content and vocabulary. Begins to incorporate academic vocabulary in one-on-one settings.	Uses content vocabulary in planned small group activities with support.	Independently integrates vocabulary in small group and begins in whole group.	Demonstrates consistent and accurate use of content-specific vocabulary across settings.
Internalizes and Uses Curriculum Materials	Reviews and discusses curriculum guides with mentor. Begins using materials for basic planning.	Plans small group instruction using curriculum materials with mentor guidance.	Independently adapts curriculum for small group/individual needs.	Selects, adapts, and implements curriculum independently with fidelity and responsiveness.
Understands Students and Responds to Their Needs	Learns about students' backgrounds and needs through observation and discussion.	Begins to modify instruction with mentor input based on student needs.	Designs learning experiences that consider varied student backgrounds.	Independently adjusts instruction and materials based on student performance and individual needs.

Engages and Involves Students in Learning	Observes strategies used to engage learners. Tries brief engagement strategies (e.g., attention-getters).	Practices using engagement strategies during small group lessons.	Selects and uses age-appropriate engagement strategies independently.	Uses multiple, effective engagement strategies to involve all learners consistently.
Maintains Focus and Communicates Clear Objectives	Observes how objectives are introduced and lessons are paced.	Practices writing and stating objectives with mentor feedback.	Delivers instruction with clear objectives and pacing in guided settings.	Clearly communicates objectives and maintains lesson focus independently.
Provides Clear Directions for Students	Models and repeats directions with mentor assistance.	Practices giving directions for small tasks and revises based on student responses.	Gives multi-step directions in small and whole group with some reminders.	Gives concise, effective directions that students follow with minimal need for clarification.
Uses Student Questioning to Support Learning	Observes mentor's questioning techniques and participates in debriefs.	Practices asking recall and basic comprehension questions.	Uses higher-order questions with support and prompts.	Independently uses a variety of questions to check understanding and promote thinking.
Domain 3: Professionalism				
Creates a Respectful, Well-Managed Learning Environment	Observes mentor's classroom expectations and interactions.	Begins implementing classroom procedures with supervision.	Maintains classroom expectations with growing confidence.	Consistently promotes a respectful environment and manages student behavior effectively.
Reflects on Teaching Practice	Participates in guided reflection conversations with mentor and supervisor.	Identifies successes and challenges in lesson delivery; begins journaling	Reflects on student learning outcomes and instructional effectiveness.	Independently identifies strengths and areas for growth and sets goals for improvement.

		or written reflections.		
Seeks and Applies Feedback for Improvement	Listens to feedback and participates in debriefs.	Begins implementing feedback in lesson revisions and teaching.	Proactively seeks feedback and applies it to planning and instruction.	Consistently incorporates feedback into professional practice with minimal prompting.

Gradual Release Timeline Suggestion (ANALYSIS)

Competency Domain	I Do / Observation & Initial Practice	We Do / Guided Practice & Feedback	You Do Together / Supported Independence	You Do Independently / Demonstrated Competency
Domain 1: Planning				
Prepares Materials and Plans Effectively	Observes mentor preparing materials. Assists in gathering resources for lessons.	Prepares materials for small group lessons with feedback.	Prepares and organizes materials for individual and small group lessons independently.	Prepares and organizes all materials in advance for whole group instruction aligned with objectives.
Develops Clear Learning Goals Aligned with Standards	Reviews mentor's objectives and standard alignment.	Drafts learning goals with mentor support and edits for clarity.	Creates measurable goals aligned with standards for supported lessons.	Develops clear, measurable, standards-aligned goals independently across lesson formats.
Designs Detailed, Aligned Lesson Plans	Reviews mentor lesson plans and planning templates.	Drafts lesson plans with mentor support using structured templates.	Creates full lesson plans with aligned activities and formative checks.	Independently designs well-structured, fully aligned lessons with objectives, activities, and assessments.
Uses Assessment Data in Planning	Reviews assessment data with mentor and discusses implications.	Uses sample data to inform small group lesson planning.	References current student data to adjust lesson plans and groupings.	Independently integrates assessment data into planning for targeted instruction.
Designs Aligned Assessments	Reviews mentor-designed assessments and their alignment to objectives.	Drafts formative assessments aligned to specific learning goals with support.	Designs exit slips and other checks aligned to planned instruction.	Develops aligned formative and summative assessments to evaluate student learning.

Domain 2: Instruction				
Communicates Learning Objectives and Expectations	Observes how mentor communicates objectives and expectations.	Practices stating objectives at lesson launch with mentor input.	States and references objectives during instruction with increasing fluency.	Consistently communicates and revisits objectives to guide learning throughout instruction.
Demonstrates Content Knowledge and Uses Academic Vocabulary	Observes mentor modeling academic language and content delivery.	Practices using content-specific vocabulary during small group lessons.	Incorporates accurate vocabulary in both planned and spontaneous instruction.	Demonstrates consistent and confident content knowledge and vocabulary use.
Implements Varied, Aligned Instructional Strategies	Observes instructional strategies used across groups and content areas.	Implements modeled strategies during small group lessons.	Chooses and adapts strategies based on student need and instructional goals.	Uses a variety of aligned strategies to support all learners during instruction.
Facilitates Student Engagement and Participation	Assists in engaging students with attention strategies and prompts.	Leads parts of lessons using modeled engagement techniques.	Designs and delivers lessons using participation strategies.	Independently facilitates consistent student engagement and interaction.
Uses Effective Questioning to Promote Higher-Level Thinking	Observes mentor's questioning techniques and student responses.	Asks planned comprehension and analytical questions during lessons.	Uses questions to probe understanding and support metacognition.	Uses varied questioning strategies to promote critical thinking and discussion.
Monitors Understanding and Responds to Student Needs	Watches mentor monitor work and give timely feedback.	Uses simple checks for understanding (e.g., thumbs up, quick write).	Monitors student progress during instruction and adjusts support as needed.	Consistently uses data and observation to adjust teaching in real-time.
Manages Classroom and	Observes routines, transitions, and	Practices implementing	Maintains focus and pacing with	Independently manages time, transitions, and

Uses Instructional Time Effectively	time management strategies.	routines with mentor support.	occasional guidance.	student behavior efficiently.
Balances Structure with Flexibility During Instruction	Follows scripted plans and observes mentor flexibility.	Begins to adapt plans in the moment with prompting.	Balances planning with responsiveness to student needs.	Adjusts instruction smoothly in real time to maximize learning outcomes.
Domain 3: Professionalism				
Seeks and Applies Feedback for Professional Growth	Receives feedback and engages in reflection discussions.	Implements feedback into revised plans and lessons.	Seeks specific feedback and applies it to instruction.	Regularly requests and integrates feedback to grow professionally.
Reflects on Teaching Practice	Participates in reflective conversations and debriefs.	Writes brief reflections on teaching experiences with guidance.	Analyzes successes and challenges independently and identifies adjustments.	Engages in thoughtful, consistent reflection to improve instructional practice.

Time Log

Teacher candidates in the Exploration and Analysis Phases must maintain an accurate **Time Log** in Watermark™, updating it after each visit. Directions for completing the log are provided in Watermark™. Mentor teachers are responsible for **reviewing and approving or rejecting** each time log entry weekly.

Teacher Candidate Disposition Inventory

Professional dispositions, “the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC, p. 6), are essential for effective teaching, guiding ethical behavior and interactions in the classroom and school community.

USI’s Teacher Education Department has adopted dispositions aligned with CAEP Standard R1 as essential for teacher effectiveness. During each field placement, mentor teachers complete the Disposition Inventory (noted below) in Watermark™. Items marked “disagree” include feedback, and candidates will meet with the university instructor to discuss next steps or a Student Progress Review plan if needed.

The teacher candidate demonstrates a commitment to the teaching profession and adheres to continuous development as a professional. The teacher candidate:

1. Demonstrates high expectations for self and P-12 students.
2. Demonstrates patience and compassion by providing appropriate wait time for student responses and offering positive reinforcement to P-12 students experiencing difficulty during the learning process.
3. Communicates respectfully and responsively in diverse environments without imposing personal or cultural values.
4. Actively seeks out new information and innovative, evidence-based teaching strategies.
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6. Analyzes, synthesizes, integrates concepts, and problem-solves to formulate assessment and educational judgments.
7. Demonstrates the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to be flexible in rapidly changing circumstances. This includes demonstrating flexibility during the learning process.
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11. Thinks analytically about educational issues and reflects thoughtfully on their practices.
12. Demonstrates compliance with federal and state laws and all USI handbook policies.
13. Adheres to USI's academic integrity policy.
14. Expresses themselves effectively in written and oral English to communicate concepts, assignments, evaluations, and expectations with members of the learning community, such as Teacher Education faculty, P-12 students, parents, administrators, and other school and community personnel.
15. Maintains P-12 student confidentiality, disclosing information only for professional purposes or as legally required by law.
16. Demonstrates a calm demeanor and effective coping strategies in stressful environments and addresses issues of concern professionally.
17. Maintains appropriate personal hygiene and dresses professionally, adhering to guidelines outlined in the applicable USI handbook.
18. Consistently meets course and clinical experience policies and requirements.
19. Is punctual and maintains regular attendance for professional commitments, including classes and clinical experiences.
20. Seeks assistance promptly from instructors and supervisors.
21. Responds appropriately to constructive criticism from instructors and supervisors.

22. Functions effectively in a collaborative team, whether with peers, P-12 students, parents, other school personnel, or community members.

Mentor Teacher Checklist

Task	Timeline
Complete Qualifying Credentials/Mentor Profile	Beginning of semester
Verify Teacher Candidate Time Logs in Watermark™	Weekly
Conduct Teacher Candidate Midterm Check-In	Mid-semester
Complete Teacher Candidate Disposition Inventory	Before semester begins
Submit Program Evaluation Survey	End of semester