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## **INSTRUCTOR OF BEGINNER MENTOR PROGRAM**

There are two components to the NSEF High School Credit Instructor Mentor Program.

The NSEF High School Credit IOB Mentor Program includes 55 hours of mentoring which are recorded through the Mentor Program Log Sheets. The candidate may complete these with their own coach, at an NSEF Clinic, or with another coach. Candidates are encouraged to mentor with multiple coaches.

The Candidate must then get an NSEF accredited mentor to complete the Mentor Form. If the candidate's mentor coach is not an NSEF accredited mentor then they can set up a day with an accredited mentor on their own or with the assistance of NSEF. The Mentor Form outlines the various criteria and evidences for the Instructor Evaluation. The mentor will indicate if they feel the candidate has met or not met the standards of the criteria and evidences. This will indicate to the candidate if there are areas for improvement or if they are prepared to proceed to the evaluation.

Both forms are pre-requisites for the NSEF High School Personal Development Instructor Program and must be submitted to the NSEF. Students are encouraged to keep a copy for their records.







## INSTRUCTOR OF BEGINNER MENTOR REPORT

(To be completed by an accredited mentor)

Page 1 of 4

Please take the time to read this through – your role, as Mentor in the certification process is crucial to this candidate’s success. Having worked with the candidate or viewed them in a lesson/preparatory clinic, we ask that you complete the Mentor Report to indicate whether or not you feel the candidate is prepared to move forward to the evaluation. By signing your name to this document, you are stating that you worked with the candidate or viewed them in the lesson setting. The honest completion of this form will indicate to the candidate if they are prepared for the evaluation following their mentoring hours if there are additional areas they could develop further before moving forward to the next stage in the certification process.

This report form includes the Criteria and Evidence’s the students will be evaluated on. After each section of the report, there is an area for you the mentor to indicate if you feel the candidate meets the minimum standard as outlined in the Evaluation Rubrics. The evaluation rubrics outline each of the evidences with specific examples incorrect/incomplete standards, minimum standards, and exceeding standards.

<b>TASK: Lesson Plan &amp; Emergency Action Plan (EAP)</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments – if applicable</b>
<b>Appropriate and Structured Lesson Plan</b>	Logistics information identified	
	Appropriate key elements for lesson	
	Required equipment identified	
	Clear lesson segments	
	Appropriate timeline for activities	
	Appropriate activities	
	Activities clearly described	
	Appropriate goal/key elements for lesson Key learning points (aids/instructions for each activity included)	
<b>Emergency Action Plan</b>	Location of phones and emergency numbers including fire	
	Specific directions to reach facility	
	Location of medical profiles	
	Location of first aid kits - Human/Equine	
	Location of fire extinguishers	
	Identification of call and charge persons	
	Phone number of veterinarians	

**Candidate meets minimum standard: Yes: \_\_\_\_\_ No: \_\_\_\_\_**

<b>TASK Unmounted Lesson</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments – if applicable</b>
<b>Safety</b>	Safe group management	
	Facility safety check	
<b>Structure and Organization</b>	Instructor provides appropriate lesson plan	
	Lesson equipment ready	
	Activities match the lesson goals	
	Participants are actively engaged	
	Optimal use of space and equipment	
<b>Teaching Skills</b>	The content is appropriate for beginners	
	Lesson objectives introduced	
	Effective use of key learning points	
	Effective demonstrations	
	Effective use of feedback	
	Instructor facilitates skill practice	
	Reinforcement of participant’s effort and performance Use of two-way communication	

**Candidate meets minimum standard: Yes: \_\_\_\_\_ No: \_\_\_\_\_**

<b>TASK: Mounted Lesson</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments – if applicable</b>
<b>Safety</b>	Horse/rider equipment ready	
	Safe group management	
	Appropriate horse/pony	
	Risk management	
<b>Structure &amp; Organization</b>	Instructor provides an appropriate plan	
	Lesson equipment ready	
	Clear lesson segments and appropriate timeline for activities	
	Exercises match the lesson goals	
	Riders actively engaged	
	Optimal use of space & equipment	
	The content is appropriate for beginners	
	Lesson objectives introduced	
	Effective explanation	
	Instructor uses effective demonstrations	
	Instructor provides effective feedback to riders	
	Instructor facilitates skill practice	
	Reinforcement of rider's effort and performance	
Use of two-way communication		
<b>Professional Conduct</b>	Appropriate instructor turn-out	
	Professional communication	
	Positive outlook	
	Respects participants needs/thoughts	
	Communicates/reinforces expectations of participants	
<b>Analyze Performance Detect Skill Errors</b>	Effective observation of performance	
	Appropriate errors identified	
	Identifies potential causes of error	
	Appropriate explanation of error	
<b>Prescribe Corrections</b>	Appropriate correction applied	
	Communicates prescriptive skill correction	

Candidate meets minimum standard: Yes: \_\_\_\_\_ No: \_\_\_\_\_

<b>TASK: Stable Management and Lunging</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments - if applicable</b>
<b>Safety</b>	Horse/rider equipment ready	
	Correct fitting of side reins for warm-up (English)	
	Ensures correct mounting and dismounting (English)	
	Describes appropriate horse/pony	
	Risk management	
<b>Lunging Technique</b>	Lunge line correctly attached	
	Effective management of the lunge line	
	Effective management of the lunge whip	
	Correct circle size	
	Effective control of the horse and use of body language	
<b>Teaching Skills</b>	Ensures that the rider knows how to adjust equipment from the ground (stirrup)	
	Ensures that the rider knows how to adjust equipment correctly while mounted	
	Lesson objectives introduced	
	Effective explanation	
	Safe and effective rider exercises	
	Instructor provides effective feedback	
	Instructor facilitates skill practice	
	Reinforcement of rider's effort and performance	
Use of two-way communication		

<b>TASK: Stable Management and Lunging - Continued</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments - if applicable</b>
<b>Bandages</b>	Stable bandage	
	Polo wrap (English)	
	Shipping Bandage (Western)	
	Tail (Western)	
<b>General Knowledge</b>	Explains basics of tack care and the instructor's responsibility	
	Explains signs of unsoundness and general signs of horse health and the instructor's responsibility	
	Explains the characteristics of a good school horse	
	Explains basics of feeding and watering before/after a lesson and the instructor's responsibility	
	Explains EAP/how to take care for injured or sick horse and the instructor's responsibility	
	Written test (English)/ Oral Questions (Western)	

Candidate meets minimum standard: Yes: \_\_\_\_\_ No: \_\_\_\_\_

<b>TASK Optional Jumping Lesson</b>		
<b>Criteria</b>	<b>Evidence</b>	<b>Comments – if applicable</b>
<b>Safety</b>	Horse/rider equipment ready	
	Safe group management	
	Appropriate horse/pony	
	Risk management	
<b>Structure &amp; Organization</b>	Instructor provides an appropriate plan	
	Lesson equipment ready	
	Clear lesson segments and appropriate time allotment for activities	
	Exercises match the lesson goals	
	Riders actively engaged	
	Optimal use of space & equipment	
	The content is appropriate for beginners	
	Lesson objectives introduced	
	Effective explanation	
	Instructor uses effective demonstrations	
	Instructor provides effective feedback to riders	
	Instructor facilitates skill practice	
	Reinforcement of rider's effort and performance	
Use of two-way communication		
<b>Professional Conduct</b>	Appropriate instructor turn-out	
	Professional communication	
	Positive outlook	
	Respects participants needs/thoughts	
	Communicates/reinforces expectations of participants	
<b>Analyze Performance Detect Skill Errors</b>	Effective observation of performance	
	Appropriate errors identified	
	Identifies potential causes of error	
	Appropriate explanation of error	
<b>Prescribe Corrections</b>	Appropriate correction applied	
	Communicates prescriptive skill correction	

Candidate meets minimum standard: Yes: \_\_\_\_\_ No: \_\_\_\_\_

