

## Personal Development High School Credit Program A Partnership between the Nova Scotia Equestrian Federation and the NS Department of Education



### 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.



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### **INSTRUCTOR OF BEGINNER MENTOR LOG SHEETS**

=		NOTE!		Page 1 of 2	
		NSEF#			
Anticipated Date of Graduation: School: School: f you need more room, copy the page or write on the back of the page. The activity column should tell the type of mentoring – i.e. Group Lesson, Private Lesson, NSEF Clinic, Discussion with Mentor.					
10 HOURS OF AU			1 1		
DATE (YYYY/MM/DD)	s teaching lessons to ga	in knowledge and see a variety of tea ACTIVITY	Mentor's Name	mmunication styles.  Mentor's Signature	
DITTE (ITTI/MM/DD)	HOURS	ACTIVITI	Mentor situme	Mentor o orginature	
5 HOURS OF LES	SON PRFPARAT	ION AND EMERGENCY A	CTION PI AN PR	FPARATIONS	
		ans and discussing with Mentor Coac			
DATE (YYYY/MM/DD)	HOURS	ACTIVITY	Mentor's Name	Mentor's Signature	
		ING MOUNTED LESSONS			
DATE (YYYY/MM/DD)		receive constructive feedback based   ACTIVITY		Mentor's Signature	
DITTE (TITT/MM/DD)	HOURS	ACTIVITI	Mentor 3 Nume	Mentor 3 Signature	

INSTRUCTOR OF BEGINNER MENTOR LOG SHEETS Candidate:Page 2 of 2  10 HOURS OF PRACTICE TEACHING UNMOUNTED LESSONS - teaching in front of a mentor coach in order to receive constructive feedback based on the Evaluation Rubrics.				
DATE (YYYY/MM/DD)	HOURS	ACTIVITY	Mentor's Name	Mentor's Signature
			<u> </u>	
10 HOURS OF TH	HEORY - on the grou	nd & on horseback (Stable Manageme	ent, Lunging, Bandaging.	Communication )
-working with a coach fo	<u>r the Stable Managemen</u>	t component of the Instructor Evalua	ation.	
DATE (YYYY/MM/DD)	HOURS	ACTIVITY	Mentor's Name	Mentor's Signature
10 HOURS OF AN	NALYZING PERF	<b>ORMANCE</b> -Be able to identify s	students skill errors and	prescribe possible
corrections. Observe stu	idents in lesson, identify	y errors, identify possible reasons for	the error and communi	cate to the student the
		explaining the correction to the stude		
DATE (YYYY/MM/DD)	HOURS	ACTIVITY	Mentor's Name	Mentor's Signature



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#### INSTRUCTOR OF BEGINNER MENTOR REPORT

(To be completed by an accredited mentor)

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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.

TASK: Lesso	ΓASK: Lesson Plan & Emergency Action Plan (EAP)			
Criteria	Evidence	Comments – if applicable		
Appropriate	Logistics information identified			
and Structured Lesson Plan	Appropriate key elements for lesson	1		
Lesson Flan	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)			
Emergency	Location of phones and emergency numbers including fire			
Action Plan	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			

TASK Unmou	ınted Lesson	
Criteria	Evidence	Comments – if applicable
Safety	Safe group management	
	Facility safety check	
Structure and	Instructor provides appropriate lesson plan	
Organization	Lesson equipment ready	
	Activities match the lesson goals	
	Participants are actively engaged	
	Optimal use of space and equipment	
Teaching Skills	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	

	Use of two-way communication		
Candidate meet	s minimum standard: Yes:	No:	_

Candidate meets minimum standard: Yes:

TASK: Mou	inted Lesson	
Criteria	Evidence	Comments – if applicable
Safety	Horse/rider equipment ready	
	Safe group management	
	Appropriate horse/pony	
	Risk management	
Structure &	Instructor provides an appropriate plan	
Organization	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	
Professional	Appropriate instructor turn-out	
Conduct	Professional communication	
	Positive outlook	
	Respects participants needs/thoughts	
	Communicates/reinforces expectations of participants	
Analyze	Effective observation of performance	
Performance	Appropriate errors identified	
Detect Skill	Identifies potential causes of error	
Errors	Appropriate explanation of error	
Prescribe	Appropriate correction applied	
Corrections	Communicates prescriptive skill correction	

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

TASK: Sta	ble Management and Lunging	
Criteria	Evidence	Comments - if applicable
Safety	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	
Lunging	Lunge line correctly attached	
Technique	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	
Teaching	Ensures that the rider knows how to adjust equipment	
Skills	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	

Mentor Rep	Mentor Report Form Continued		
TASK: Sta	ble Management and Lunging - Continue	ed	
Criteria	Evidence	Comments - if applicable	
Bandages	Stable bandage		
	Polo wrap (English)		
	Shipping Bandage (Western)		
	Tail (Western)		
General	Explains basics of tack care and the instructor's		
Knowledge	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 minimu	m standard: Yes:	No:
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Criteria	Evidence	Comments – if applicable
Safety	Horse/rider equipment ready	
	Safe group management	
	Appropriate horse/pony	
	Risk management	
Structure &	Instructor provides an appropriate plan	
Organization	Lesson equipment ready	7
	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	
rofessional	Appropriate instructor turn-out	
onduct	Professional communication	
	Positive outlook	
	Respects participants needs/thoughts	
	Communicates/reinforces expectations of participants	
nalyze	Effective observation of performance	
Performance	Appropriate errors identified	
Detect Skill Errors	Identifies potential causes of error	
artors	Appropriate explanation of error	
Prescribe	Appropriate correction applied	
Corrections		
	Communicates prescriptive skill correction	

Candidate meets minimum standard:	Yes:	No:

Mentor's Feedback: (Give d	etails of candidate's experience, sk	lls gained, general performance and areas of in	iprovement):
Name of Mentor (please pri	nt):		
Occalian Obstant	Pharas	Email.	
Coacning Status:	Pnone:	Email:	
I certify that the candidate l Instructor of Beginner Men		entoring NSEF High School Personal Developm	ent Program
Date:	Signature:		
Within 7 days of comple document must be remi	etion, a copy of this document tted to the NSEF.	must be given to the student. A copy of tl	his

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Questions - contact Sheila by phone: 425-5450 ext. 337 or nsefmembership@sportnovascotia.ca