



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.

| TASK: Lesson Plan & Emergency Action Plan (EAP) | | |
|--|--|---------------------------------|
| Criteria | Evidence | Comments – if applicable |
| Appropriate and Structured Lesson Plan | 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) | |
| Emergency Action Plan | 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: _____

| TASK Unmounted Lesson | | |
|-----------------------------------|---|---------------------------------|
| Criteria | Evidence | Comments – if applicable |
| Safety | Safe group management | |
| | Facility safety check | |
| Structure and Organization | Instructor provides appropriate lesson plan | |
| | 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 | |

Candidate meets minimum standard: Yes: _____ No: _____

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

Candidate meets minimum standard: Yes: _____ No: _____

| TASK: Stable 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 Technique | 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 | |
| Teaching Skills | 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 | | |

TASK: Stable Management and Lunging - Continued

| Criteria | Evidence | Comments - if applicable |
|--------------------------|---|--------------------------|
| Bandages | Stable bandage | |
| | Polo wrap (English) | |
| | Shipping Bandage (Western) | |
| | Tail (Western) | |
| General Knowledge | 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: _____

TASK Optional Jumping Lesson

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

Candidate meets minimum standard: Yes: _____ No: _____

