

## MENTORING CHECKLIST

This checklist is intended to aid the mentor in the preparation and observation of NSP instructor trainees. Use it as a reminder of items to address, but remember that not all items will be applicable to all teaching situations. It should not be used as an instrument of evaluation although it might be useful as a tool to pinpoint areas of weakness that need to be addressed following an observation.

No reference has been made to any specific discipline or program. Please refer to instructor manuals and/or textbooks for any specific program requirements

### RESOURCES

#### NSP Materials, Policies and Procedures

- \_ Review textbook, Instructor Manual and other NSF course materials.
- \_ Review program objectives
- \_ Review applicable policies and procedures
- \_ Review registration forms, completion forms and evaluation forms
- \_ Explain differences between courses, clinics, refreshers and continuing education

### THE LESSON

#### Lesson Planning

- \_ Uses written NSP lesson guide
- \_ States objective clearly
- \_ Uses a lesson plan in which the content meets the stated objective
- \_ Incorporates content from previous lessons as a transition to new material
- \_ Plans instructional time to adequately cover all relevant material
- \_ Allows time flexibility to address difficult or abstract concepts

#### Competency and Subject Matter

- \_ Teaches material based on NSP guidelines and objectives
- \_ Displays competency in knowledge of subject
- \_ Demonstrates appropriate skills competently
- \_ Aligns material presentation to a realistic expectation of student abilities

#### Teaching Strategies and Techniques

- \_ Uses a variety of methods appropriate to student needs and subject matter (lb.: lecturing, discussion, modeling questioning, role-playing, etc.)
- \_ Uses appropriate instructional aids (video, audio, demonstrations, etc.)
- \_ Addresses all learning styles with an adequate mix of auditory, visual and kinesthetic material
- \_ Addresses the specific needs of the adult learner

- \_ Provides opportunities to learn through experimentation and discovery
- \_ Monitors student understanding during the learning process
- \_ Assigns a variety of activities that require application of skills and concepts taught
- \_ Provides time for guided and independent practice
- \_ Summarizes each major phase of the lesson as well as the lesson as a whole
- \_ Demonstrates the ability to communicate verbally and non-verbally
- \_ Uses effective active listening skills

### **Use of Instructional Time**

- \_ Begins instruction promptly
- \_ Avoids unnecessary interruptions and distractions
- \_ Monitors student time on activity or skill performance
- \_ Paces instruction according to lesson plan

### **Motivational Skills**

- \_ Provides challenge appropriate to material being taught
- \_ Provides opportunities for self realized student success
- \_ Encourages assisted and unassisted problem solving
- \_ Gives constructive feedback frequently and promptly

### **Student Evaluation**

- \_ Uses questions appropriate to student needs
- \_ Maintains skill performance at appropriate level
- \_ Maintains all evaluations are objective based
- \_ Provides the opportunity for remediation when necessary

### **Environmental Management**

- \_ Organizes learning space to match instructional plans and student needs
- \_ Insures that information can be seen and heard by students
- \_ Provides student comfort level for optimal learning
- \_ Considers all risk management factors
- \_ Uses release forms when necessary

### **MENTOR'S SELF-EVALUATION**

- \_ Did I communicate effectively with the instructor trainee?
- \_ Was I empathetic when observing and counseling?

- Did relate to the instructor trainee on his or her level?
- Was I aware of the instructor trainee's most effective learning style?
- Did I guide the instructor trainee to the desired outcome?
- Did I coach the instructor trainee in skill performance?
- Did I provide adequate time for the needs of the instructor trainee?
- Did I encourage problem solving?
- Was I successful in motivating the instructor trainee?
- Was I careful to assess and not evaluate?
- Was my feedback immediate and constructive?
- Was I available?
- Was I careful not to rush the process?