

Mentoring Job Aid

Instructor Candidate Version

Checklist – initial meeting & plan development

- Protégé has completed Alaska Division Instructor application (includes protégé assessment) and ID course.
- Elements of initial plan: timeline, scope, number of meetings, responsibilities, methods of communication, specific elements
- Areas to consider: communication styles, experience of protégé, accessibility to other instructors, mentors, IT's

Adult Learners, Coaches and Mentors

Adult Learners:	Coaches:	Mentors:
Are self-directed, learn experientially, and approach learning as problem solving	Coaches provide direct input or instruction to the protege. Coaches also clarify performance expectations and offer solutions.	Facilitate learning by encouraging proteges to build their own knowledge while providing resources. They support proteges in working through problems.
Bring a wide range of experiences (that have become a part of their knowledge base) to the learning environment.	Coaches point out gaps between desired levels of output and current performance; clarify consequences; and explore behavior.	Working with proteges, building new information upon the foundation of past experiences and previous knowledge.
Believe that learning must be of value and relevant to their work.	Coaches seek a commitment of act and change behavior.	Focus on what is important to the proteges work environment to help proteges improve practices
Are goal oriented.	Use, demonstrate and model desired behaviors and skills. Use guided practice and feedback.	Help proteges set goals and learning objectives from the outset. Together, mentors and proteges assess the progress proteges are making towards those goals.
Have different ways of learning (e.g. visual, auditory, and kinesthetic).	Use a variety of effective communication skills and seek closure and summary for plans forward.	Use a variety of strategies (for example, observations, journals, videotapes, third-party feedback and videotapes) in the mentoring process.

Stages of Mentoring

Phase One: Entry and Contracting

- Trust is established
- Mentor and protégé get to know each other
- Goals and strategies are discussed and established

Appropriate interventions:

- Coaching
- Teaching
- Model effective behaviors

Potential Protégé Behaviors:

- Expresses fear and admiration
- Asks for mentors guidance
- Seeks mentor's validation, confirmation and approval
- Shows little independent initiative

Phase Two: Growth and Development

- Proteges are learning new techniques
- Proteges are improving their instructional practices
- Proteges are independently getting required information

Appropriate interventions:

- Provide challenges
- Assign increasingly difficult tasks
- Require protégé to inwardly examine and explore

Potential Protégé Behaviors:

- Begins to take initiative
- Incorporates mentors style into own teaching style
- Seeks challenges, takes risks

Phase Three: Separation and Renewal

- Culmination of formal relationship
- Some type of evaluation or assessment marks milestone
- Mentor and protégé may continue informally

Appropriate interventions:

- Reinforce proteges need and desire for independence
- Acknowledge potential anxiety
- Offer continued availability and/or other resources

Potential Protégé Behaviors:

- Strives for independent identity
- Finds relationship confining
- Seeks others

Protégé Formative Assessment (done by mentor)

NSP Materials, Policies and Procedures

- Review textbook, appropriate instructor's manual and other NSP course materials.
- Review program objectives
- Review applicable policies and procedures Review registration forms, completion forms and evaluation forms, division policies and fees
- Explain differences between courses, clinics, refreshers, and continuing education

Lesson Planning

- Uses written NSP lesson guide
- Creates and 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

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 feedback frequently and promptly

Teaching Methods and Techniques

- Uses a variety of methods appropriate to student needs and subject matter (i.e., 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

Student Evaluation

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

Environmental Management

- Organizes learning space to match instructional plans and student needs
- Ensures 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 Self-Assessment

- Did I communicate effectively?
- Was I empathic?
- Did I relate to protégé on his/her level?
- Was I aware of proteges' most effective learning style?
- Did I guide, coach, instruct, facilitate or enable?
- Was there adequate time given to the process?
- Did I encourage problem solving and risk-taking?
- Was I careful to assess and not evaluate?
- Was my feedback immediate and constructive?