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| Mentor Observation Evaluation |  |

Program directors are responsible for conducting an initial evaluation of all new mentors within 30-days of onboarding. This evaluation must be submitted within the Notification of Addition of New Mentor.

**Name of Mentor:** Click or tap here to enter text.

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| Exceeds Expectations | | Meets Expectations | | | Needs Improvement\* | | Inadequate\* | |
| During the mentoring session, the mentor displayed the following personal characteristics: | | | | | | | | |
|  | **Recognizes** **opportunities** and engages in ongoing self-reflection and self-development. |  | | **Engages** in self-reflection and self-development to ensure effectiveness as a teacher. |  | **Inconsistently** engages in self-reflection and self-development. |  | **Does not** engage in self-reflection and self-development. |
|  | **Seeks opportunities** to learn/teach. |  | | Demonstrates **willingness** to learn/teach. |  | **Inconsistently** demonstrates a willingness to learn/teach. |  | **Did not** demonstrate a willingness to learn/teach. |
|  | **Seeks opportunities** and pursues excellence in teaching and mentoring. |  | | Demonstrates **eagerness** and **excitement** to pursue excellence in teaching and mentoring. |  | **Somewhat** eager and excited to pursue excellence in teaching and mentoring. |  | **Not** eager or excited to pursue excellence in teaching and mentoring. |
|  | **Ongoing enhancement** of a trusting environment to promote mentoring. |  | | **Consistently** develops a trusting environment. |  | **Inconsistently** develops a trusting environment. |  | **Does not** develop a trusting environment. |
| The mentor displayed the following characteristics related to interactions: | | | | | | | | |
|  | **Seeks** **opportunities** to **optimize** educational strategies and enhance communication tailored to the learning context and the learner’s needs. |  | | **Consistently** uses effective communication skills providing clarifications. |  | **Inconsistently** uses effective communication skills. |  | **Does not** use effective communication skills. |
|  | **Actively** **encourages** learner-centered engagement. |  | | **Committed** to learner engagement. |  | **Inconsistently** demonstrates commitment to learner engagement. |  | **Does not** demonstrate learner engagement. |
|  | **Approaches** each session with care related to sensitive generational and cultural differences. |  | | **Identifies** and provides care related to sensitive generational and cultural differences. |  | **Inconsistently** identifies and provides care related to sensitive generational and cultural differences. |  | **Does not** identify or provide care related to sensitive generational and cultural differences. |
|  | **Seeks** feedback for improvement. |  | | **Open** to feedback. |  | **Guarded** when receiving feedback. |  | **Does not** accept feedback. |
|  | **Demonstrates** **expertise** in handling complex   * patient, provider, and organizational situations (clinical). * situations (non-clinical). |  | | **Able to handle** complex   * patient, provider, and organizational situations (clinical). * situations (non-clinical). |  | **Inconsistently** handles complex   * patient, provider, and organizational situations (clinical). * situations (non-clinical). |  | **Unable** to handle complex   * patient, provider, and organizational situations (clinical). * situations (non-clinical). |
|  | **Demonstrates** **expertise** in functioning competently in uncertain situations (e.g., when limited evidence exists, a therapist must make the most appropriate patient management decisions possible). |  | | **Able** **to function** competently in uncertain situations (e.g., when limited evidence exists, a therapist must make the most appropriate patient management decisions possible). |  | **Inconsistently** functions competently in uncertain situations (e.g., when limited evidence exists, a therapist must make the most appropriate patient management decisions possible). |  | **Does not** function competently in uncertain situations (e.g., when limited evidence exists, a therapist must make the most appropriate patient management decisions possible). |
| The mentor displayed the following characteristics related to responsibilities: | | | | | | | | |
|  | **Seeks to enhance** mentoring opportunities. |  | | **Demonstrates** commitment to mentoring. |  | **Inconsistently** demonstrates commitment to mentoring. |  | **Does not** demonstrate commitment to mentoring. |
|  | Provides constructive and **effective** critique of the program participant’s work and enhances strategies for change. |  | | Provides constructive and **useful** critique of the program participant’s work and strategies for change. |  | **Inconsistently** provides constructive and useful critique of the program participant’s work and strategies for change. |  | **Does not** provide constructive and useful critique of the program participant’s work and strategies for change. |
|  | **Fosters** an environment for the program participant to expand his/her abilities. |  | | **Challenges** the program participant to expand his/her abilities. |  | **Inconsistently** challenges the program participant to expand his/her abilities. |  | **Does not** challenge the program participant to expand his/her abilities. |
|  | Provides timely, **effective**, and comprehensive feedback on the program participant’s performance and development. |  | | Provides timely, **clear**, and comprehensive feedback on the program participant’s performance and development. |  | **Inconsistently** provides timely, clear, and comprehensive feedback on the program participant’s performance and development. |  | **Does not** provide timely, clear, and comprehensive feedback on the program participant’s performance and development. |
|  | **Engages** in conversations to further develop the program participant’s independence, creativity, and uniqueness. |  | | **Respects** and **fosters** the program participant’s independence, creativity, and uniqueness. |  | **Inconsistently** respects and fosters the program participant’s independence, creativity, and uniqueness. |  | **Does not** respect or foster the program participant’s independence, creativity, and uniqueness. |
| The mentor displayed the following characteristics related to effective mentoring techniques: | | | | | | | | |
|  | Participation **enhances**, but **does not interfere** with:   * patient care during the mentoring session (clinical). * practice area tasks during the mentoring session (non-clinical). |  | | **Appropriately** participates in the session. |  | **Inconsistently** participates in the session. |  | **Does not** participate in the session. |
|  | **Enhances** mentoring opportunities by providing effective supportive, collegial, and respectful feedback. |  | | Provides supportive, collegial, and respectful feedback. |  | **Inconsistently** provides supportive, collegial, and respectful feedback. |  | **Does not** provide supportive, collegial, and respectful feedback. |
| The mentor effectively displays the following six mentor competencies (refer to the [*APTA Guide to Successful Mentoring*](https://www.apta.org/for-educators/APTA_Guide_to_Successful_Mentoring) for definitions and behaviors that incorporate these competencies). | | The mentor displays the following six mentor competencies (refer to the [*APTA Guide to Successful Mentoring*](https://www.apta.org/for-educators/APTA_Guide_to_Successful_Mentoring) for definitions and behaviors that incorporate these competencies). | | | The mentor **inconsistently** displays the following six mentor competencies (refer to the [*APTA Guide to Successful Mentoring*](https://www.apta.org/for-educators/APTA_Guide_to_Successful_Mentoring) for definitions and behaviors that incorporate these competencies). | | The mentor **does not** display the following six mentor competencies (refer to the [*APTA Guide to Successful Mentoring*](https://www.apta.org/for-educators/APTA_Guide_to_Successful_Mentoring) for definitions and behaviors that incorporate these competencies). | |
|  | * Content Knowledge |  | | * Content Knowledge |  | * Content Knowledge |  | * Content Knowledge |
|  | * Learner-Directed |  | | * Learner- Directed |  | * Learner- Directed |  | * Learner- Directed |
|  | * Communication Expertise |  | | * Communication Expertise |  | * Communication Expertise |  | * Communication Expertise |
|  | * Professional Integrity |  | | * Professional Integrity |  | * Professional Integrity |  | * Professional Integrity |
|  | * Self-Reflection and Lifelong Learning |  | | * Self-Reflection and Lifelong Learning |  | * Self-Reflection and Lifelong Learning |  | * Self-Reflection and Lifelong Learning |
| Areas of Strength: | | | Click or tap here to enter text. | | | | | |
| Areas for Development: | | | Click or tap here to enter text. | | | | | |
| Remediation/Performance Optimization Plan: | | | Click or tap here to enter text. | | | | | |

**Last Updated:** 07/03/2025

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