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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

**Contact:** resfel@apta.org