



**NATIONAL COACHING CERTIFICATION PROGRAM**

**Competition Coach Advanced Gradation**

**ENGLISH**

**COMPETITION COACH SPECIALIST**

**CRITERIA AND EVIDENCES RUBRIC**

**JANUARY 2015**



**CERTIFICATION**  
**SUMMARY OF OUTCOMES, CRITERIA AND EVALUATION REQUIREMENTS**  
**ENGLISH COMPETITION COACH SPECIALIST**

All COMPETITION COACH- SPECIALISTS must complete each of the following to the standard described in the rubric:

1. Plan Schooling Sessions/Lessons (Plan 2 Lessons) + EAP - (Candidates to choose their own topics from the list)
2. Support Athletes in Training (Teach 4 Lessons) – (2 topics assigned in advance)
3. Analyze Performance

OUTCOME	Equine Canada Criteria	How Evaluated
<b>1. Plan a Schooling Session (Written lesson plans)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify appropriate logistics for lesson/schooling session</li> <li><input type="checkbox"/> Identify appropriate activities in each part of a structured lesson plan</li> <li><input type="checkbox"/> Design an emergency action plan (EAP)</li> </ul> <p style="text-align: center;"><b>SEE RUBRIC</b></p>	<p><b>Two Lesson plans required. Topics from the list.</b></p> <p><b><i>Dressage lessons to:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve the horse &amp; rider – Plan to reflect improvement of a skill previously introduced</li> <li>2. Introduce a specific skill. _ Plan to reflect introduction of a new skill</li> </ol> <p><b><i>Eventing lesson to:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve horse &amp; rider (flat) - Plan to reflect improvement of a skill previously introduced</li> <li>2. Introduce a specific X Country skill - Plan to reflect introduction of a new skill</li> </ol> <p><b><i>Hunter/Jumper:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve the horse &amp; rider (flat) - Plan to reflect improvement of a skill previously introduced</li> <li>2. Introduce a specific skill over fences. _ Plan to reflect introduction of a new skill</li> </ol>
<b>2. Support Athletes in Training (Teach lessons)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure lesson environments are safe.</li> <li><input type="checkbox"/> Teach an appropriately structured and organized schooling session/ lesson.</li> <li><input type="checkbox"/> Demonstrate teaching behaviours/interventions that promote learning.</li> </ul> <p style="text-align: center;"><b>SEE RUBRIC</b></p> <p><b>Four lessons:</b>  Lesson 1 and 2 - Topics assigned from the list assigned in advance.  Lesson 3 – To improve horse/rider. Candidate to teach/improve what is presented.  Lesson 4 – Lunge lesson as described.</p>	<p><b><i>Dressage lessons to:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve the horse – Teach a topic that the horse/rider already knows but needs to improve</li> <li>2. Introduce a specific skill – Teach a topic off the list that the candidate believes the horse/rider is ready to learn.</li> <li>3. Improve the rider (Equitation) - No specific topic</li> <li>4. Lunge to improve a horse while explaining the process to a student</li> </ol> <p><b><i>Eventing lesson to:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve horse &amp; rider performance (flat)- Teach a topic that the horse/rider already knows but needs to improve or a new skill.</li> <li>2. School X Country – Introduce a new skill or improve performance</li> <li>3. Improve the rider and horse over gymnastics- No specific topic</li> <li>4. Lunge to improve a horse while explaining the process to a student</li> </ol> <p><b><i>Hunter/Jumper:</i></b></p> <ol style="list-style-type: none"> <li>1. Improve the horse (flat) – Teach a topic that the horse/rider already knows (assigned off the list) but needs to improve</li> <li>2. Introduce a specific skill (Over Fences) – Teach a topic (assigned off the list that the candidate believes the horse/rider is ready to learn.</li> <li>3. Improve the rider and horse over gymnastics- No specific topic</li> <li>4. Lunge to improve a horse while explaining the process to a student</li> </ol>
<b>3. Analyze Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detect errors horse/rider skills.</li> <li><input type="checkbox"/> Correct errors in rider/horse skills.</li> </ul> <p style="text-align: center;"><b>SEE RUBRIC</b></p>	<p>This outcome relates to the coach’s demonstration of competence and mastery within the competitive environment. The evaluation of this outcome involves <i>Formal Observation and interview</i></p>

## PLUS

All COMPETITION COACH- SPECIALISTS will be able complete each of the following to the STANDARD or ADVANCED:

4. Design an Equestrian Sports Program
5. Manage an Equestrian Sports Program
6. Support the Competitive Experience
7. Making Ethical Decisions (online evaluation, no rubric)

NCCP Outcome	Equine Canada Criteria	How Evaluated
<b>4. Design an Equestrian Sports Program</b>	<input type="checkbox"/> Outline program structure based on available training and competition opportunities <input type="checkbox"/> Identify program measures to promote rider/horse development <input type="checkbox"/> Develop practice plans that integrate seasonal training priorities	Portfolio submission to include the items outlined in the rubric
<b>5. Manage an Equestrian Sports Program</b>	<input type="checkbox"/> Manage administrative aspects of program and oversees logistics <input type="checkbox"/> Report on athlete progress throughout program	<p>The coach must submit evidence/examples in a portfolio or document of his/her choice. Portfolio submission to include items listed in the rubric:</p> <p>Candidates should describe the type of business or freelancing in which he/she participates.</p> <p>All personal information re charges to clients, commissions charged or costs etc. should/may be removed before submission.</p> <p>N.B. Only examples of what is applicable to the coach's current business should be included. Please explain when information is not applicable.</p>
<b>6. Support the Competitive Experience</b>	<input type="checkbox"/> Prepare for readiness in competition <input type="checkbox"/> Make effective interventions during and after the competition	Interview process and/or observation at a competition venue

### Note:

The candidate must demonstrate or provide proof for ALL the evidences to the standard described in the rubric for outcomes 1-6

To achieve an ADVANCED standard the candidate must demonstrate or provide proof for ALL the evidences to the standard for outcome 1-3 AND the advanced standard described in the rubric for outcomes 4-6.

<b>OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION</b> <i><b>A - Identify appropriate logistics for lesson/schooling session</b></i>	
(Not Sufficient)	STANDARD
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan has a basic structure, but does not clearly identify main segments or time line of practice</li> <li><input type="checkbox"/> Practice plan goals and objectives are vague and not clearly identified.</li> </ul>	<p>Coach presents a lesson plan that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies potential risk factors.</li> <li><input type="checkbox"/> Identifies basic information, including date, time, location, number of athletes, and level of athletes.</li> <li><input type="checkbox"/> Is organized into main segments that include introduction, warm-up, main part, cool-down and conclusion.</li> <li><input type="checkbox"/> Identifies the duration of the practice and each practice segment on a timeline.</li> <li><input type="checkbox"/> Identifies a goal or a series of key elements that will be addressed in the lesson.</li> <li><input type="checkbox"/> Indicates basic logistical needs (i.e., facilities and equipment) to match the overall goal.</li> <li><input type="checkbox"/> Includes a list of key factors or teaching points that relate to the overall goal</li> <li><input type="checkbox"/> Provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of riders/horses.</li> <li><input type="checkbox"/> Identifies specific objectives for each activity and a list of key factors or teaching points for each activity.</li> <li><input type="checkbox"/> Identifies training priorities and objectives that are appropriate for the time of the season and reflect the sport's recommendations and guidelines.</li> <li><input type="checkbox"/> Identifies where the practice is located within context of season or annual plan.</li> <li><input type="checkbox"/> Provides clear rationale for each goal and objective, based on objectively identified rider's needs.</li> <li><input type="checkbox"/> Identifies how each goal is consistent with NCCP/ LTED growth and development principles - <b>Learning &amp; Training to Compete</b></li> </ul>

<b>OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION</b> <i><b>B – Identify appropriate activities for each part of the lesson</b></i>	
(Not Sufficient)	STANDARD
<p>Activities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not link to overall purpose of practice.</li> <li><input type="checkbox"/> Do not reflect awareness of safety.</li> <li><input type="checkbox"/> Are not consistent with NCCP/Equestrian LTED growth and development principles. I.e. too advanced</li> </ul>	<p>Activities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect awareness of and control for potential risk factors</li> <li><input type="checkbox"/> Are effectively described (e.g., diagrams, explanations, key points).</li> <li><input type="checkbox"/> Are purposeful and link to overall practice goal.</li> <li><input type="checkbox"/> Are allotted enough time to develop the skills or tactics identified by the goal.</li> <li><input type="checkbox"/> Are sequenced properly in the main part to promote learning and skill development and induce the desired training effect.</li> <li><input type="checkbox"/> Contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the rider/horse.</li> <li><input type="checkbox"/> Identifies key factors (coaching points)</li> <li><input type="checkbox"/> Contribute to the development of athletic abilities in horse/rider, are appropriate for the sport, and are consistent with LTED</li> <li><input type="checkbox"/> Are created or designed for the specific needs of the rider/horse based on analysis of performance in competition.</li> <li><input type="checkbox"/> Integrate mental skills and strategies such as visualization, goal setting, and focusing strategies.</li> <li><input type="checkbox"/> Are purposely integrated to promote skill development and are consistent with the NCCP/Equestrian LTED skill development guidelines-</li> <li><input type="checkbox"/> Include practice conditions and/or variations in activities, which purposefully create challenges that elicit specific training effect.</li> <li><input type="checkbox"/> Promote basic concepts of decision- making.</li> <li><input type="checkbox"/> Contribute to development of specific physical abilities by identifying work–rest ratios, target training load, and target intensities.</li> <li><input type="checkbox"/> Include the use of goal setting and indicate specific criteria for assessing athlete achievement.</li> <li><input type="checkbox"/> Are appropriate to the time and location in the seasonal program.</li> </ul>

**OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION**  
***C – Design an Emergency Action Plan***

(Not Sufficient)	STANDARD
<input type="checkbox"/> The emergency action plan is not available or incomplete.	<p>A one- or two-page emergency action plan includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Location of phones and emergency telephone numbers- including vet</li> <li><input type="checkbox"/> Specific directions to reach the facility</li> <li><input type="checkbox"/> The date of latest review of contents and condition of first aid kits; horse and human</li> <li><input type="checkbox"/> Location of a fully stocked first aid kit, horse and human.</li> <li><input type="checkbox"/> Location of fire extinguishers</li> <li><input type="checkbox"/> Designated charge person and call person with roles and responsibilities.</li> <li><input type="checkbox"/> Location of profiles for each horse/rider under the coach's care.</li> <li><input type="checkbox"/> A diagram of the facility included</li> <li><input type="checkbox"/> Emergency Fire/ flood evacuation plan (if applicable)</li> <li><input type="checkbox"/> Evidence that horse and rider profiles are well organized, updated and are kept in a secure location to protect privacy. (Assuming coach's own facility)</li> </ul>

**OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING**  
**– TEACH LESSONS**  
***A - Ensure that the lesson/schooling environment is safe***

(Not Sufficient)	STANDARD
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the potential risks but does nothing to adjust the practice environment to enable safety.</li> <li><input type="checkbox"/> Does not survey practice environment prior to practice.</li> <li><input type="checkbox"/> Does not address dangerous factors in the training/lesson environment.</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is able to critically reflect on safety concerns (risk management) before practice.</li> <li><input type="checkbox"/> Takes steps to minimize risk to participants before and throughout the practice – (includes equipment (tack check), adapting to environmental, equine factor)</li> <li><input type="checkbox"/> Identifies appropriate expectations for rider behaviour and reinforces these expectations when appropriate.</li> <li><input type="checkbox"/> Forecasts dangerous factors and makes immediate adjustments so that horses and riders are not at risk.</li> </ul>

**OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING**  
**– TEACH LESSONS**  
***B - Implement an appropriately structured and organized lesson***

(Not Sufficient)	STANDARD
<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no clear structure to the practice, as demonstrated by the following elements:</li> <li><input type="checkbox"/> Coach does not use appropriate activities.</li> <li><input type="checkbox"/> Coach cannot provide evidence of planning (practice plan).</li> </ul>	<p><b><u>ORGANIZATION</u></b></p> <p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures equipment is available and ready to use</li> <li><input type="checkbox"/> Demonstrates adequate use of space and equipment.</li> <li><input type="checkbox"/> Engages riders 50% of the time or more</li> <li><input type="checkbox"/> Delivers lesson in organized segments i.e. Introduction, demonstration and explanation.</li> <li><input type="checkbox"/> Uses logical and evident progressions. (Should be prepared to present three).</li> <li><input type="checkbox"/> Breaks are provided for recovery as required</li> </ul> <p><b><u>FLEXIBILITY, ADAPTS AND MODIFIES</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapts the lesson to provide the appropriate challenge</li> <li><input type="checkbox"/> Adapts the activities to ensure adequate learning</li> <li><input type="checkbox"/> Makes adjustments depending on the reaction and performance of the rider/horse in the activity.</li> <li><input type="checkbox"/> Modifies practice activities to address circumstances and to create a specific training effect.</li> <li><input type="checkbox"/> Selects a variety of strategies</li> </ul>

**OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING  
– TEACH LESSONS**

***C -Make intervention that promote learning***

<b>(Not Sufficient)</b>	<b>STANDARD</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback and instruction only identify <b>what</b> to improve, and not <b>how</b> to improve.</li> <li><input type="checkbox"/> Coach uses an explanation but does not identify any key learning points.</li> <li><input type="checkbox"/> Coach uses demonstration but participants are not in an optimal position to see and hear.</li> <li><input type="checkbox"/> Limited intervention is made to clarify key learning objectives.</li> <li><input type="checkbox"/> No or few questions are asked</li> <li><input type="checkbox"/> Feedback does not match performance</li> <li><input type="checkbox"/> Focus is on performance at the expense of learn</li> </ul>	<p><b><u>EXPLANATION AND DEMONSTRATION</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses explanation and identifies 1–3 key learning points.</li> <li><input type="checkbox"/> Provides clear, concise explanations, providing opportunities for the riders to ask questions</li> <li><input type="checkbox"/> Clarifies key learning objectives and performance factors (feedback, instruction) with riders before engaging in the activity.</li> <li><input type="checkbox"/> Uses demonstrations, and participants are in an optimal position to see and hear.</li> </ul> <p><b><u>FEEDBACK</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses positive, respectful and specific language when providing verbal interventions</li> <li><input type="checkbox"/> Provides feedback and instruction that clearly identifies <b>what</b> to improve and <b>how</b> to improve.</li> <li><input type="checkbox"/> Uses feedback during the lesson to constructively reinforce riders' effort and performance</li> <li><input type="checkbox"/> Makes interventions such that riders have adequate time to practice skill or tactic.</li> <li><input type="checkbox"/> Maintains a positive outlook and acknowledges rider's needs and thoughts.</li> <li><input type="checkbox"/> Provides feedback which is evaluative, prescriptive and descriptive</li> <li><input type="checkbox"/> Analyzes when to limit feedback to promote critical thinking</li> </ul> <p><b><u>TEACHING KNOWLEDGE &amp; CONTENT</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements activities that contribute to the development of technical skills, tactics, and athletic abilities.</li> <li><input type="checkbox"/> Adequately sequences activities to enhance learning or specific training effects</li> <li><input type="checkbox"/> Provides activities that clearly identify the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific coaching moments (cognitive triggers) to enhance learning.</li> <li><input type="checkbox"/> Can identify and use appropriate techniques that address individual learning styles and that optimize learning.</li> <li><input type="checkbox"/> Creates and integrates opportunities for the rider to apply basic decision making (technical knowledge)</li> <li><input type="checkbox"/> Adheres to the appropriate skill development model- LTED</li> <li><input type="checkbox"/> Makes adjustments based on reaction and performance</li> <li><input type="checkbox"/> Lesson content matches lesson goal(s).</li> <li><input type="checkbox"/> Integrates mental preparation strategies into the lesson</li> <li><input type="checkbox"/> Selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment.</li> </ul> <p><b><u>QUESTIONS</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Riders are encouraged to ask questions</li> <li><input type="checkbox"/> Uses questioning to help rider to reflect on performance.</li> <li><input type="checkbox"/> Reinforces correct performance by facilitating appropriate interventions (e.g., feedback, questioning, using a demonstration) to identify the key factors that were properly executed</li> <li><input type="checkbox"/> Provides specific feedback to individual riders and enables each rider to take greater ownership over specific performance factors and learning objectives.</li> <li><input type="checkbox"/> Uses questions to facilitate awareness and critical thinking</li> <li><input type="checkbox"/> Emphasizes independent thinking and problem solving.</li> </ul> <p><b><u>MISCELLANEOUS ( **Evaluators may question the candidate for evidence)</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a models a positive image of the sport.</li> <li><input type="checkbox"/> <b>Reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate i.e. Illegal fences ***</b></li> <li><input type="checkbox"/> <b>Demonstrates an understanding of the difference between learning and performance **</b></li> <li><input type="checkbox"/> <b>Demonstrates an understanding of factors that may affext learning. i.e. nerves **</b></li> </ul>

## OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING

### *D – Teaching a student how to improve the horse on the lunge*

	Not Sufficient	STANDARD
<b>Safety</b>	<p><b>The coach does not:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate confidence and experience</li> <li>- Observe and instruct correctly</li> <li>- Check tack/equipment</li> <li>- Adjust tack/equipment</li> <li>- Provide protective equipment for the horse</li> <li>- Ensure equipment is in good condition</li> <li>- Wear gloves and/or is wearing spurs</li> <li>- Ensure the doors/gates are closed and ignores potential hazards</li> <li>- Address dangerous factors or potential risks that are present.</li> </ul>	<p><b>The coach</b></p> <ul style="list-style-type: none"> <li>- Moves around the horse efficiently, demonstrating experience and a high comfort level.</li> <li>- Obvious experience using the equipment is evident.</li> <li>- Is able to respond to questions about the equipment.</li> <li>- Adjusts the equipment during the session when/if required without prompting.</li> <li>- Recognizes potential hazards regarding equipment.</li> <li>- Has researched information about the horse.</li> <li>- Discusses and explains what is required to the “student”</li> <li>- Involves the “student” in tack adjustment as required.</li> <li>- Uses “teachable moments”</li> <li>- Quickly adapts to a situation that emerges during the session</li> </ul> <p><b>The coach ensures:</b></p> <ul style="list-style-type: none"> <li>- The equipment is fitted correctly, good condition &amp; horse is protected (boots etc.)</li> <li>- He/she and the “student” are wearing gloves and no spurs</li> <li>- That all doors/gates are shut and that all equipment / area is safe.</li> </ul>
<b>Lunging Technique While demonstrating to the “student”</b>	<p>Lunge line is wrapped around hand</p> <ul style="list-style-type: none"> <li>- Lunge line is dragged on ground</li> <li>- Whip is moved in such a way as to scare the horse while tack is checked</li> <li>- Lunge whip is held too high or low</li> <li>- Cracks the whip.</li> <li>- Cannot maintain an even size and shape of circle</li> <li>- Circle too small/large</li> <li>- Does not maintain correct triangle of control with whip and horse</li> <li>- Is unable to use body/voice to effectively control horses movement</li> <li>- Equipment is not adjusted as required</li> <li>- Horse is not moving forward into the contact as required</li> </ul>	<p><b>The coach demonstrates, observes and instructs the student as required how to:</b></p> <ul style="list-style-type: none"> <li>- Hold the lunge line safely</li> <li>- Avoid the lunge line touching the ground</li> <li>- Fluidly adjust the length of the lunge line as necessary</li> <li>- Maintain an even size and shape of circle</li> <li>- Use voice, whip and/or body language effectively to control horse’s movement.</li> <li>- Maintain/adjust position throughout as required</li> <li>- Maintain control of the horse and/or regain control effectively as required.</li> <li>- Motivate the horse to move forward and engage.</li> <li>- Use the equipment correctly</li> </ul> <p><b>Coach:</b></p> <ul style="list-style-type: none"> <li>- Discusses and explains what is required to the “student”</li> <li>- Involves the “student” as much as possible.</li> <li>- Uses “teachable moments”</li> </ul>
<b>Teaching and Training</b>	<p><b>Coach can not explain to the student:</b></p> <ul style="list-style-type: none"> <li>- How to identify the root training problem/objective</li> <li>- Why certain equipment is being used</li> <li>- How to address a particular training challenge</li> <li>- How to match the exercise with the intended results or improvement desired.</li> </ul> <p><b>The coach can/does not:</b></p> <ul style="list-style-type: none"> <li>- Suggest safe exercises.</li> <li>- Suggest the next progression before improvement is achieved.</li> <li>- Discuss how the exercises affect the training goals.</li> <li>- Improve the horse in the time provided</li> <li>- Discuss/explain the results or lack of results</li> <li>- Realize that the equipment used is not appropriate for the training goal desired</li> </ul>	<p><b>Coach is able to:</b></p> <ul style="list-style-type: none"> <li>- Clearly identify training challenges/root problem (Analyzing Performance)</li> <li>- Discuss this with the “student”</li> <li>- State <b>WHAT</b> is going to be done in the training session to address the challenge</li> <li>- Explain <b>WHY</b> this goal is important.</li> <li>- Explain <b>HOW</b> the goal will be achieved</li> <li>- Involve the student in the decision -making</li> <li>- Suggest a specific exercise and explain how the exercise will help to improve the horse</li> <li>- Recognize when it is appropriate to move to the next progression and can explain why the decision is made.</li> <li>- Recognize and explain the need to use other equipment to assist in improving performance</li> <li>- Use the equipment effectively to improve performance</li> <li>- Assist/instruct the student how to improve the horse</li> <li>- Discuss the results or lack of results of the training session</li> <li>- Involves the “student” as often as possible</li> <li>- Uses “teachable moments”</li> </ul>

**OUTCOME 3: ANALYZE PERFORMANCE**  
**A - Detect performance errors – Ability to detect errors**

(Not Sufficient)	STANDARD
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observes the skill from a single vantage point to detect performance factors.</li> <li><input type="checkbox"/> Is able to identify key performance factors that contribute to errors in performance, but cannot select the most critical factor that will have the greatest impact on performance.</li> <li><input type="checkbox"/> Scans lesson environment infrequently and pays little attention to skill execution.</li> <li><input type="checkbox"/> Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors.</li> <li><input type="checkbox"/> Is only able to explain <b>how</b> the error relates to the overall performance but does not indicate <b>why</b> it is important</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Moves around practice environment to observe skills from the most optimal vantage points and scans all the athletes.</li> <li><input type="checkbox"/> Is able to select the most critical factor that has a direct impact on performance.</li> <li><input type="checkbox"/> Is able to reflect on potential causes of skill error (cognitive, affective motor).</li> <li><input type="checkbox"/> Is able to consistently communicate <b>how</b> and <b>why</b> a critical error contributes to the performance.</li> <li><input type="checkbox"/> Helps athletes to understand how errors affect overall performance by asking appropriate questions.</li> <li><input type="checkbox"/> Helps the athletes to detect key performance factors and to understand how and why these errors affect overall performance.</li> <li><input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance (e.g. athletic abilities in horse/rider, environmental factors, recovery and regenerative strategies for horse/rider, mental strategies for horse/rider etc)</li> <li><input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance.</li> <li><input type="checkbox"/> Reinforces application of competitive rules that relate to skill execution when appropriate.</li> <li><input type="checkbox"/> Provides a rationale for identifying skills or tactics that need improvement, based on sport-specific analysis of performance.</li> <li><input type="checkbox"/> Identifies errors that are consistent with athlete development guidelines for the appropriate stage of athlete development. LTED –Learning and Training to Compete</li> </ul>

**OUTCOME 3: ANALYZE PERFORMANCE**  
**B - Correct performance – Ability to correct errors**

(Not Sufficient)	STANDARD
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Corrects the rider by indicating <b>what</b> they did rather than identifying specific strategies for how to improve the performance.</li> <li><input type="checkbox"/> Provides corrections that identify vague external factors rather than specific factors that contribute to improved performance</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes specific corrections that identify <b>how</b> to improve the performance by prescribing key performance factors.</li> <li><input type="checkbox"/> Identifies <b>why</b> the correction will have a beneficial effect on the performance and consistently identifies <b>how</b> to improve performance</li> <li><input type="checkbox"/> Uses demonstrations to model correct performance.</li> <li><input type="checkbox"/> Involves riders in a critical thinking process: What did you do? What should you do? What are you going to do to get better results?</li> <li><input type="checkbox"/> Asks the rider's/parent consent for physical contact when assisting in correcting an error.</li> <li><input type="checkbox"/> Identifies if the level of difficulty in the task is relevant to the rider's/horse's capabilities</li> <li><input type="checkbox"/> Ensures adequate motor engagement in the task/activity for each rider/horse.</li> <li><input type="checkbox"/> Helps riders to identify individual corrections by asking open-ended questions.</li> <li><input type="checkbox"/> Makes Corrections focus athletes' attention towards external cues or on the anticipated effects of the movement rather than the on way the movement is performed (internal focus). External focus means concentrating on keeping the horse in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement.</li> <li><input type="checkbox"/> Helps riders to increase awareness of basic corrections by asking closed questions.</li> </ul>



## OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM

### *C - Develop practice plans that integrate seasonal training priorities*

(Not Sufficient)	STANDARD	ADVANCED
(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is able to present only basic rider/horse information and seasonal logistics (practices and competitions).</li> <li><input type="checkbox"/> Coach cannot present a planning calendar of logistical information</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can identify all rider/horse information</li> <li><input type="checkbox"/> Can indicate the length of the season, practice/lesson dates, and main competitions.</li> <li><input type="checkbox"/> Can identify entry point for the majority of riders in the season plan.</li> <li><input type="checkbox"/> Reflects on possibility of starting earlier or finishing later in the season.</li> <li><input type="checkbox"/> Uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly identify training objectives and priorities at critical times of the season.</li> <li><input type="checkbox"/> Correctly calculates the length of the season given breaks and other logistics.</li> <li><input type="checkbox"/> Presents logistical information on a planning calendar.</li> <li><input type="checkbox"/> Correctly divides seasonal program into three main periods (preparation, competition, transition).</li> <li><input type="checkbox"/> Correctly calculates the total number of competition and training days in the seasonal program.</li> </ul>	<p>As in the standard plus coach :</p> <p>Presents a seasonal planning calendar which:</p> <ul style="list-style-type: none"> <li>- Is divided into specific phases within each period.</li> <li>- Identifies the relative importance of competitions.</li> <li>- Provides sufficient opportunities for recovery and learning, rider and horse development between important competitions.</li> <li>- Organizes competitions and their importance to arrange them with an appropriate perspective in order to promote Equestrian long-term development (LTED) – Learning and Training to Compete.</li> <li>- Identifies major program orientations (goals and objectives) related to skill development, physical conditioning, rider/horse performance, and general stages of rider/horse development for each period of the program.</li> <li>- Indicates the relative importance of the training factors and training components for each period</li> </ul>

## OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM

### *B - Identify program measures to promote rider/horse development*

(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coach does not compare training-to-competition ratios to LTED – Training and Learning to Compete/win norms.</li> <li><input type="checkbox"/> Coach does not present any strategies or solutions to assist in aligning training-to-competition ratios to LTED (Learning and Training to Compete) norms.</li> <li><input type="checkbox"/> Coach does not calculate training-to-competition ratios.</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calculates the ratio of training: competition opportunities within the seasonal program</li> <li><input type="checkbox"/> Compares the ratio of training: competition opportunities within own program to recommended norms pertaining to long-term equestrian development (LTED).</li> <li><input type="checkbox"/> Identifies whether there are adequate training and competition opportunities for developmental potential based on LTED norms as a reference.</li> <li><input type="checkbox"/> Provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential.</li> <li><input type="checkbox"/> Correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with LTED norms (Learning and Training to Compete).</li> </ul>	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with the LTED template and that are prevalent in the sport.</li> <li><input type="checkbox"/> Determines if trends observed in own program are generalized in the Equestrian sport.</li> <li><input type="checkbox"/> Systematically addresses key program variables that represent obstacles to athlete long-term development in order to achieve an appropriate training to competition ratio.</li> </ul>

<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is unable to correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan.</li> <li><input type="checkbox"/> Is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan.</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses NCCP or Equine Canada template or procedures to correctly identify the most important athletic abilities for a given week in the preparatory and competition periods of the program.</li> <li><input type="checkbox"/> Correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period.</li> <li><input type="checkbox"/> Determines the total number of training or practice sessions and their duration and calculates the total training or practice time within weekly plan.</li> <li><input type="checkbox"/> Determines whether the time required and the time available for athlete preparation is appropriately aligned based on NCCP or Equine Canada guidelines. I.e. can the athlete maintain an appropriate quality of life and prepare for competition.</li> <li><input type="checkbox"/> Presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on training priorities and objectives.</li> <li><input type="checkbox"/> Presents a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities.</li> <li><input type="checkbox"/> Provides a lesson plan that identifies appropriate types of exercises for rider/horse athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans.</li> </ul>	<p>As in the standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and presents a seasonal planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.).</li> <li><input type="checkbox"/> Develops and presents an Equestrian template for LTED that is consistent with NCCP and LTED growth and development principles, principles for training athletic abilities, and stages of skill development.</li> <li><input type="checkbox"/> Can identify adjustments to the LTED template to better reflect own program situation while remaining consistent with LTED principles, growth and development principles, principles for training athletic abilities, and stages of skill development.</li> <li><input type="checkbox"/> Presents a seasonal planning template that prioritizes key training factors, components, and objectives and provides appropriate sequencing of these items within each period of the plan.</li> </ul>
---	---	---

**OUTCOME 5: MANAGE AN EQUESTRIAN SPORT PROGRAM**  
***A - Manage administrative aspects of program and oversee logistics***

<b>(Not Sufficient)</b>	<b>STANDARD</b>	<b>ADVANCED</b>
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides limited or no evidence of use of communication tools or other forms of program information.</li> <li><input type="checkbox"/> Provides limited or no documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments.</li> </ul>	<p>Coach</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments.</li> <li><input type="checkbox"/> Provides evidence of ongoing communication with athletes, parents, and other key stakeholder.</li> <li><input type="checkbox"/> Provides a schedule of competition and training commitments to riders and key stakeholders.</li> <li><input type="checkbox"/> Identifies expectations for behaviour and commitment and identifies appropriate consequences.</li> <li><input type="checkbox"/> Facilitates logistics for away competitions (travel arrangements, food, chaperones, etc.).</li> <li><input type="checkbox"/> Can provide a record of appointments/meetings with experts and/or stakeholders as required preparing budgets and other financial logistics.</li> </ul>	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides evidence of his/her ability to work with other coaches (assistants) using optimal leadership qualities. Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end</li> <li><input type="checkbox"/> Provide evidence that he/she delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program.</li> <li><input type="checkbox"/> Can present written criteria for selection of athletes to competitions or specific competitive events</li> </ul>

## OUTCOME 5: MANAGE AN EQUESTRIAN SPORT PROGRAM

### *B - Report on athlete progress throughout program*

(Not Sufficient)	STANDARD	ADVANCED
<ul style="list-style-type: none"> <li><input type="checkbox"/> Rider/Horse assessment tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement.</li> <li><input type="checkbox"/> Assessment of performance is vague and unclear. There is limited documentation on athlete progress within the program</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents documentation that provides general assessment of rider/horse performance and level of progression.</li> <li><input type="checkbox"/> Presents basic individual rider/horse assessment tool that identifies key performance factors and recommends areas for improvement.</li> <li><input type="checkbox"/> Ensures the privacy of rider/horse information and takes steps to maximize confidentiality.</li> </ul>	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents evidence of debriefing session or interview with rider and/ or parents to discuss progress in relation to individual goals.</li> <li><input type="checkbox"/> Tracks specific rider/horse performance factors over an extended period of time (e.g., one season) and can clearly identify rider/horse progress.</li> <li><input type="checkbox"/> Provides evidence that assessment includes objective indicators of performance in relation to rider goals (e.g., fitness testing results, attendance, training diary, training loads or volumes, etc.).</li> </ul>

**OUTCOME 6: SUPPORT THE COMPETITIVE EXPERIENCE**  
***A- Prepare for readiness in competition***

<b>(Not Sufficient)</b>	<b>STANDARD</b>	<b>ADVANCED</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coach is not prepared and has difficulty organizing rider/horse for competition.</li> <li><input type="checkbox"/> Rider is unaware of competition schedule or plan.</li> <li><input type="checkbox"/> Pre-competition preparation is rushed, and equipment is not readily available.</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that sport-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment.</li> <li><input type="checkbox"/> Manages time effectively to ensure horse/rider physical readiness (e.g., warm-up, lunging, hand walking etc.), equipment checks, and sport-specific logistics (e.g., rider and/or barn manager meeting).</li> <li><input type="checkbox"/> Ensures that warm-up provides adequate physical readiness for competition.</li> <li><input type="checkbox"/> Identifies performance or process goals for competition and has planned a strategy to monitor these goals.</li> <li><input type="checkbox"/> Can produce a competition plan that identifies tactics, strategies, or horse/rider expectations before, during, and after the competition.</li> <li><input type="checkbox"/> Clarifies competitive rules before the competition (e.g., eligibility etc.) and communicates appropriate information to athletes and other stakeholders (e.g., parents).</li> <li><input type="checkbox"/> Ensures that tactics and strategies are consistent with rider/horse stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition.</li> <li><input type="checkbox"/> Adjusts rider/horse preparation based on changes in the competitive environment or other extraneous factors (e.g., rider/horse injury).</li> </ul>	<p>As in the standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. I.e. Contingency plans to reduce or minimize distractions for riders or provide alternatives to ensure optimal rider/horse performance.</li> <li><input type="checkbox"/> Ensures the use of basic mental strategies to assist in creating an ideal performance state.</li> <li><input type="checkbox"/> Plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.).</li> <li><input type="checkbox"/> Can present a strategy to monitor competition goals or gather evidence of rider/horse performance.</li> <li><input type="checkbox"/> Reinforces key nutritional considerations (e.g., hydration, pre-event eating) before the competition.</li> <li><input type="checkbox"/> Promotes philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation.</li> </ul>

## OUTCOME 6 - SUPPORT THE COMPETITIVE EXPERIENCE

### *B - Make effective interventions during and after the competition*

(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Criticizes rider's/horse's performance during the competition or between competitive events.</li> <li><input type="checkbox"/> Ignores rider after the competition or berates rider's performance.</li> <li><input type="checkbox"/> Interventions are coach directed and tend to be non-specific or vague.</li> </ul>	<p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is positive and provides rider with basic information that identifies what he/she needs to improve performance.</li> <li><input type="checkbox"/> Gives frequent motivational or directional prompts during the competition or between classes (as appropriate).</li> <li><input type="checkbox"/> Meets with rider after the competition to provide encouragement and reinforce achievement</li> <li><input type="checkbox"/> Is positive and provides rider with basic information that identifies <i>what</i> and <i>how</i> to develop greater performance. For example, coach gives basic strategic information and provides ways in which to achieve successful performance during the competition or between competitive classes (as appropriate).</li> <li><input type="checkbox"/> Makes sure rider is focused on the task, not the result or scoreboard.</li> <li><input type="checkbox"/> Meets with rider after the competition to review competitive objectives.</li> <li><input type="checkbox"/> Helps rider (during or between classes, as appropriate), to reflect critically by prompting them to choose successful strategies for subsequent performances.</li> <li><input type="checkbox"/> Uses interventions that provide strategic information (event specific), manage rider/horse, make adjustments for equipment (fine tuning, etc.), or implement mental strategies (anxiety control).</li> <li><input type="checkbox"/> Assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation.</li> </ul> <p style="text-align: center;"><b><i>Interventions are complex and are predominantly coach directed with the aim of empowering the rider to achieve successful performance.</i></b></p>	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a post competition assessment of performance and provides a link to the goals or objectives of the next practice or competition.</li> <li><input type="checkbox"/> Assists the rider, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances.</li> <li><input type="checkbox"/> Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rational for what could be improved.</li> </ul> <p style="text-align: center;"><b><i>Interventions are complex and require athletes to take ownership over competitive decisions where appropriate.</i></b></p>