



**EQUESTRIAN
CANADA
ÉQUESTRE**

**COACHING PROGRAM
INSTRUCTOR CERTIFICATION**

RUBRIC

V2016.01



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The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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COACHING PROGRAM INSTRUCTOR RUBRIC

The Instructor Rubric outlines the outcomes, activities and evidences for all equestrian disciplines with approved NCCP Instructor certifications (ie: English, Western, Driving, Jumping and Saddleseat disciplines). Discipline specific evidences are noted with the activity.

Instructor Certification - Outcomes, Criteria & Activities Outline

| ## | NCCP Outcome | NCCP Criteria | Activities |
|----|---|---|--|
| 1 | Plan a Practice | <ul style="list-style-type: none">Organize a series of lesson activities into a plan that enhances the learning of one or more skills.Design an emergency action plan. | 1. Plan a Practice: 1.1 - Written Practice Plan 1.2 - Emergency Action Plan (EAP) |
| 2 | Provide Support to Athletes in Training | <ul style="list-style-type: none">Ensure that the lesson environment is safe.Implement an appropriately structured and organized lesson.Make interventions that promote learning. | 2. Instruct a Practice: 2.1 - Mounted Lesson 2.2 - Unmounted Lesson 2.3 - Lunge Lesson 2.4 - Stable Management |
| 3 | Analyze Performance | <ul style="list-style-type: none">Detect performanceCorrect performance | |
| 4 | Make Ethical Decisions | <ul style="list-style-type: none">Apply a six (6) step ethical decision making process. | 3. Make Ethical Decisions Online Evaluation – Instruction Stream |

Note: Outcome 1 must be submitted and evaluated before evaluation of Outcomes 2 & 3. Outcomes 2 & 3 are evaluated during the Practice evaluation. The Make Ethical Decisions Online Evaluation must be completed as part of the Admissions process. To receive a mark of (2) for “Exceeds Standard”, the Instructor candidate must have the elements listed under (1) “Standard” plus what is listed in the “Exceeds Standard” column. Achieving an “Exceeds Standard” grade does not award an advanced or specialist certificate. Once the candidate achieves “Standard” in all activities the Instructor Certificate is achieved.



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Instructor Certification - Criteria & Evidences

| Activity 1 - Plan a Practice | | | | |
|--|--|--|---|---|
| 1.1 - Written Lesson Plan | | | | |
| Criteria: Organize a series of lesson activities into a plan that enhances the learning of one or more skills. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 1.1.1 | Logistics information identified. | <input type="checkbox"/> Logistics are incomplete or missing. | <input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of equestrians, level of athletes, etc. | <input type="checkbox"/> Logistics are detailed enough for another candidate or instructor to clearly implement the plan. <input type="checkbox"/> Facility map |
| 1.1.2 | Appropriate key elements (goals) for lesson. | <input type="checkbox"/> Plan goals are not identified. <input type="checkbox"/> Plan goals are vague and not clearly identified. | <input type="checkbox"/> Lesson plan has a clearly identified goal that is consistent with LTED, Learn to Ride/Drive Programs and NCCP. | <input type="checkbox"/> Specific objectives are identified for each individual activity. |
| 1.1.3 | Required equipment identified. | <input type="checkbox"/> Equipment is required, but not identified. <input type="checkbox"/> Identified equipment is inappropriate for beginners. <input type="checkbox"/> Identified equipment does not match planned activities. | <input type="checkbox"/> Required equipment is identified. <input type="checkbox"/> Equipment is relevant to planned activities. | <input type="checkbox"/> A diagram of how equipment is to be set up is included in the plan. |
| 1.1.4 | Clear lesson segments. | <input type="checkbox"/> Plan has a base structure, but does not clearly identify main segments. | <input type="checkbox"/> Plan is organized into main segments that include introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion. | <input type="checkbox"/> Detail is such that another candidate or instructor could easily implement this practice as per the intended timelines. <input type="checkbox"/> Activities within the main part are sequenced to enhance learning. |
| 1.1.5 | Appropriate timeline for activities. | <input type="checkbox"/> Timelines are not appropriate. | <input type="checkbox"/> Duration of the lesson and each segment are identified on a timeline. <input type="checkbox"/> Enough time is allotted to each | <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and |



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| | | | activity to achieve goals and activity time is maximized. <input type="checkbox"/> Appropriate breaks are provided as required. | learning by the participants. |
|---|---|---|---|---|
| 1.1.6 | Appropriate activities. | <input type="checkbox"/> Activities are in appropriate for beginners as outlined in LTED, Learn to Ride/Drive programs and the NCCP. <input type="checkbox"/> Activities do not match goals. | <input type="checkbox"/> Activities match goal. <input type="checkbox"/> Activities reflect ECs recommendations and guidelines for LTED, Learn to Ride/Drive programs and the NCCP. <input type="checkbox"/> Activities contribute to skill development. <input type="checkbox"/> At least one (1) to three (3) lesson progression(s) is/are included. | <input type="checkbox"/> Plan identifies where this lesson fits in the athletes' overall development. <input type="checkbox"/> Activities are progressively sequenced to promote learning, safety and success. |
| 1.1.7 | Activities clearly described. | <input type="checkbox"/> There is no description of the different activities. <input type="checkbox"/> Description does not reflect safety. | <input type="checkbox"/> Activities are clearly described. <input type="checkbox"/> Description reflects awareness of and control for potential risk factors. | <input type="checkbox"/> Detail is such that another candidate or instructor could implement this practice and achieve the desired learning or training effect. |
| 1.1.8 | Key learning points (aids/instructions) for each activity included. | <input type="checkbox"/> No evidence of key factors / teaching points. <input type="checkbox"/> Teaching points are incorrect. | <input type="checkbox"/> Key factors / teaching points are identified. | <input type="checkbox"/> Specific key factors and teaching points are identified for each activity. |
| 1.2 - Emergency Action Plan (EAP) | | | | |
| Criteria: Design an emergency action plan. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 1.2.1 | Charge persons identified | <input type="checkbox"/> Charge person information incorrect or incomplete. | <input type="checkbox"/> Designated charge person and alternate charge person identified. <input type="checkbox"/> Charge persons' phone numbers, their roles and responsibilities listed | <input type="checkbox"/> Alternate charge persons are identified. |



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| 1.2.2 | Call persons identified | <input type="checkbox"/> Call person information incorrect or incomplete. | <input type="checkbox"/> Designated call person and alternate call person identified. <input type="checkbox"/> Call persons' phone numbers, their roles and responsibilities listed. | <input type="checkbox"/> Alternate call persons are identified. |
| 1.2.3 | Phone(s) locations described and mapped | <input type="checkbox"/> Phone(s) information incorrect or incomplete <input type="checkbox"/> No diagram and/or map | <input type="checkbox"/> Phone(s) locations described and mapped on facility diagram | <input type="checkbox"/> Emergency telephone numbers listed (including fire and vet) |
| 1.2.4 | Specific directions to reach facility. | <input type="checkbox"/> Directions are not included. <input type="checkbox"/> Directions are incomplete. | <input type="checkbox"/> Directions are clear and correct. | <input type="checkbox"/> Directions include facility's EMS locator ID number. <input type="checkbox"/> Map is included. |
| 1.2.5 | Hospital information. | <input type="checkbox"/> Hospital information incomplete. <input type="checkbox"/> Directions to facility not described. <input type="checkbox"/> Map to hospital not attached. | <input type="checkbox"/> Hospital name, phone number, address and directions from equine facility described. | <input type="checkbox"/> Map – route to reach the hospital from the facility |
| 1.2.6 | Location of medical profiles. | <input type="checkbox"/> Location is not identified. | <input type="checkbox"/> Location of medical profiles identified. | <input type="checkbox"/> Medical profiles are available and have been recently updated. |
| 1.2.7 | Location of first aid kits human/equine. | <input type="checkbox"/> Location is not identified. <input type="checkbox"/> First Aid Kits' information incorrect or incomplete (human and/or equine) <input type="checkbox"/> No evidence of content reviews <input type="checkbox"/> First Aid Kits' do not have checklists for their contents | <input type="checkbox"/> Location of equine and human first aid kits identified. <input type="checkbox"/> Fully stocked First Aid Kits, both equine and human-location described and mapped on diagram. <input type="checkbox"/> Date(s) both horse and human First Aid kit contents were reviewed. | <input type="checkbox"/> Candidate presents a checklist of required equipment found in human and equine first aid kits. |
| 1.2.8 | Location of fire extinguishers. | <input type="checkbox"/> Location is not identified. <input type="checkbox"/> Fire extinguisher(s) information incorrect or incomplete. <input type="checkbox"/> No check dates. <input type="checkbox"/> Locations not mapped. | <input type="checkbox"/> Location of fire extinguishers described. | <input type="checkbox"/> Checklist for fire emergency is included. <input type="checkbox"/> Fire extinguisher locations mapped on facility diagram. |



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| 1.2.9 | Veterinarian(s) and vet hospital information | <input type="checkbox"/> Vet and/or Vet Hospital names and phone numbers incomplete <input type="checkbox"/> Address and directions to vet hospital not described <input type="checkbox"/> Map to vet hospital not attached | <input type="checkbox"/> Vet and vet hospital name(s), phone number(s); hospital address and directions from equine facility described | <input type="checkbox"/> Map attached – route to reach vet hospital from equine facility |
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| Activity 2 – Instruct a Practice | | | | |
|---|------------------------------------|--|--|--|
| 2.1 - Mounted Lesson | | | | |
| Criteria: Ensure that the lesson environment is safe. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.1.1 | Horse/Equestrian equipment ready. | <input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Equestrians not wearing helmets or footwear with proper heel. | <input type="checkbox"/> Equestrians are all wearing helmets and footwear with heels as defined by law and EC Beginner Equestrian framework. <input type="checkbox"/> Ensures that girth and other equipment are correctly fitted and adjusts as necessary. <input type="checkbox"/> Ensure that tack is in good repair. <input type="checkbox"/> Stirrups are even and an appropriate length for the lesson topic. | <input type="checkbox"/> Candidate provides an explanation while checking and adjusting tack to help the student be more independent next time. |
| 2.1.2 | Safe group management. | <input type="checkbox"/> Equestrian proximity is unsafe and is not corrected by the candidate. Fast moving horse is placed last in the line always. <input type="checkbox"/> Slow horse is at front of the group affecting the progress of others. <input type="checkbox"/> Candidate does not have control of the environment. E.g. equestrians, horses, spectators, etc... | <input type="checkbox"/> All equestrian are going in the same direction. <input type="checkbox"/> Horses are at least one horse length apart. <input type="checkbox"/> Slow horse is moved to the back of the group as required. <input type="checkbox"/> Front horse is rotated as required. <input type="checkbox"/> Candidate maintains control of environment. E.g. equestrians, horses, spectators, etc | <input type="checkbox"/> Candidate places himself/herself so that he/she can see all participants at all times. <input type="checkbox"/> Candidate quickly and easily adapts to changing conditions in the group. |
| 2.1.3 | Describes appropriate Horse/Pony.* | <input type="checkbox"/> When asked by the evaluator, the candidate cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s). | <input type="checkbox"/> When asked by the evaluator, the candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse (s). | <input type="checkbox"/> When asked by the evaluator, the candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse (s) and can explain the qualities of an ideal |



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| | | | | lesson horse for a beginner. |
|--|--|--|--|--|
| 2.1.4 | Risk Management.* | <input type="checkbox"/> Candidate leaves doors / gates open and ignores potential hazards. <input type="checkbox"/> Candidate does not recognize potential risks when there are dangerous factors in the environment which should have been addressed. | <input type="checkbox"/> Candidate ensures that all doors/gates are shut and that all equipment / area are safe. <input type="checkbox"/> Candidate can identify adjustments to lesson after a dangerous situation has become evident. | <input type="checkbox"/> Candidate quickly adapts to a situation that emerges during lesson. |
| Criteria: Implement an appropriately structured and organized lesson. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.1.5 | Candidate provides appropriate plan. | <input type="checkbox"/> Candidate does not have a plan. | <input type="checkbox"/> Candidate has a lesson plan that is appropriate for beginner equestrians. <input type="checkbox"/> Plan identifies a clear lesson goal. | <input type="checkbox"/> Candidate has a detailed and structured lesson plan for beginner equestrians, which includes all the elements outlined the Instructor Certification Rubric. |
| 2.1.6 | Lesson equipment ready.* | <input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Candidate has to disrupt lesson to set up. | <input type="checkbox"/> Equipment is available and quickly set up. | <input type="checkbox"/> Equipment is set up with lesson progressions in mind. |
| 2.1.7 | Clear Lesson segments and appropriate time allotment for activities. | <input type="checkbox"/> Lesson has a base structure, but there are no clear lesson segments. <input type="checkbox"/> Time allotments are not appropriate. | <input type="checkbox"/> Lesson is organized into main segments that include introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion. <input type="checkbox"/> Enough time is allotted to each activity to achieve goals and activity time is maximized. <input type="checkbox"/> Appropriate breaks are provided as required. | <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the participants. |



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| | | | <input type="checkbox"/> Activities within the main part are sequenced to enhance learning. | |
| 2.1.8 | Activities match the lesson goals. | <input type="checkbox"/> Activities do not match lesson goals. <input type="checkbox"/> Activities are too complex to achieve lesson goals. | <input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for activity progressions is evident. | <input type="checkbox"/> Candidate adjusts the exercises to best meet the lesson goal based on equestrians' and horses' reactions. <input type="checkbox"/> If a change is required (content or timeline) candidate is able to explain why changes are made to the lesson plan. |
| 2.1.9 | Equestrians actively engaged. | <input type="checkbox"/> Equestrians are standing and waiting for more than 50% of the lesson. | <input type="checkbox"/> Equestrians are engaged in activity more than 50% of the time. | <input type="checkbox"/> Candidate engages equestrians by increasing or decreasing number and or level of challenges. <input type="checkbox"/> Candidate's creativity and variety engages equestrians as evidenced by their active participation (either riding/driving or participating in "teachable moment's dialogue) for more than 75% of the lesson. |
| 2.1.10 | Optimal use of space & equipment. | <input type="checkbox"/> Candidate does not use all of available space and is unable to explain why. | <input type="checkbox"/> Candidate uses available space to ensure horses are spaced out and that there is enough room to safely perform activities. <input type="checkbox"/> Other equestrians are positioned to be able to see each equestrian jump. (Jumping only) | <input type="checkbox"/> Candidate creatively maximizes available space. |



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| Criteria: Make interventions that promote learning. | | | | |
|---|---|--|---|--|
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.1.11 | The content is appropriate for beginners. | <input type="checkbox"/> The content is above/below the level and/or not appropriate for beginners as described in LTED, Learn to Ride/Drive Programs and the NCCP. | <input type="checkbox"/> The content is at the level and is appropriate for beginners as described in LTED, Learn to Ride/Drive Programs and the NCCP. | <input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each equestrian. |
| 2.1.12 | Lesson objectives introduced. | <input type="checkbox"/> Candidate does not identify lesson goals to equestrians. | <input type="checkbox"/> Candidate clearly states what is going to be done in the lesson. | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explain why this goal is important. |
| 2.1.13 | Effective explanation. | <input type="checkbox"/> Doesn't use key teaching points (aids). <input type="checkbox"/> Provides an overload of key points (more than five (5)). <input type="checkbox"/> Key points (aids) are incorrect. <input type="checkbox"/> Explanation of key points is confusing and candidate does not clarify. <input type="checkbox"/> Candidate does not use discipline specific language. | <input type="checkbox"/> Uses one (1) to three (3) key teaching points to explain how the goal will be accomplished. <input type="checkbox"/> Key points (aids) are correct within discipline standards (technically correct). <input type="checkbox"/> Candidate uses age appropriate language to explain key points. <input type="checkbox"/> Candidate uses discipline specific language. | <input type="checkbox"/> Candidate uses analogies and examples from equestrian's experiences to reinforce key learning points. <input type="checkbox"/> Candidate uses discipline specific language and ensures that the equestrian understand. |
| 2.1.14 | Candidate uses effective demonstrations. | <input type="checkbox"/> Candidate does not provide any demonstrations. <input type="checkbox"/> Demonstration does not match teaching goal. <input type="checkbox"/> Demonstration does not describe what the candidate intends. <input type="checkbox"/> Equestrians cannot see or hear the demonstration. | <input type="checkbox"/> Candidate uses demonstrations that can be seen and heard by entire group. <input type="checkbox"/> Demonstration correctly matches the goal of the lesson. <input type="checkbox"/> Demonstration matches the candidate's explanation. | <input type="checkbox"/> Candidate organizes group so that equestrians are in an optimal position to see and hear demonstrations. <input type="checkbox"/> Key teaching points clearly match the demonstration provided. |
| 2.1.15 | Candidate provides effective feedback to equestrians. | <input type="checkbox"/> Feedback only identifies what to improve and not how | <input type="checkbox"/> Candidate ensures equestrians can hear him/her and candidate | <input type="checkbox"/> Feedback is specific to learning style of equestrian's. |



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| | | <p>to improve.</p> <ul style="list-style-type: none"><input type="checkbox"/> More motivation than correction – equestrians are told “good job” instead of how to improve.<input type="checkbox"/> Candidate speaks too quickly or quietly for equestrian to hear feedback.<input type="checkbox"/> Candidate does not affirm or correct equestrian’s response. | <p>ensures he/she can hear equestrians.</p> <ul style="list-style-type: none"><input type="checkbox"/> Candidate checks for understanding.<input type="checkbox"/> Feedback is positive, specific, and is communicated to individuals and the group.<input type="checkbox"/> Feedback is selective and not constant.<input type="checkbox"/> Feedback provides enough information for equestrian to try improving performance.<input type="checkbox"/> Candidate affirms or corrects equestrian’s response. | <ul style="list-style-type: none"><input type="checkbox"/> Feedback covers all three (3) learning styles: Verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners.<input type="checkbox"/> Candidate's voice is clear and audible for entire lesson.<input type="checkbox"/> Feedback promotes analysis by the equestrian. |
| 2.1.16 | Candidate facilitates skill practice. | <ul style="list-style-type: none"><input type="checkbox"/> Equestrians are not given an opportunity to practise after feedback is given.<input type="checkbox"/> Activities do not provide an opportunity for equestrians to practice the goal of the lesson.<input type="checkbox"/> Progressions do not allow the equestrian to practise/master the skill. | <ul style="list-style-type: none"><input type="checkbox"/> Candidate provides opportunities for equestrians to incorporate feedback.<input type="checkbox"/> Candidate provides opportunities for equestrians to practice new skills.<input type="checkbox"/> Activities provide an opportunity for equestrians to practise skills, which lead to accomplishment of lesson goal.<input type="checkbox"/> Sufficient time is allowed for the equestrian to practise/master skill of each progression. | <ul style="list-style-type: none"><input type="checkbox"/> Candidate alters/amends progressions to meet the needs of the equestrians. |
| 2.1.17 | Reinforcement of equestrian’s effort and performance. | <ul style="list-style-type: none"><input type="checkbox"/> Candidate does not address each individual.<input type="checkbox"/> Candidate is critical rather than constructive. E.g. Addresses what is wrong instead of what and how it can be improved. | <ul style="list-style-type: none"><input type="checkbox"/> Candidate speaks to each individual with a positive and constructive comment on his/her performance. | <ul style="list-style-type: none"><input type="checkbox"/> Candidate reinforces efforts by encouraging problem solving and independent thinking.<input type="checkbox"/> Interventions are specific to individuals. |



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| 2.1.18 | Use of two (2) way communication. | <input type="checkbox"/> Candidate does all the talking in the lesson – talks for more than 50% of the time. <input type="checkbox"/> Candidate does not react to equestrian's response. | <input type="checkbox"/> Candidate asks at least one (1) question regarding equestrian's reaction / understanding of an activity. <input type="checkbox"/> Candidate reacts to equestrian's response by moving ahead with the lesson or clarifying and allowing more practice of the skill. | <input type="checkbox"/> Candidate consistently uses questioning to help equestrians reflect on performance. <input type="checkbox"/> Candidate asks each equestrian a question and affirms / corrects / clarifies. |
| 2.1.19 | Appropriate turnout. | <input type="checkbox"/> Clothing is inappropriate for the weather. <input type="checkbox"/> Clothing does not conform to discipline dress code. <input type="checkbox"/> Inappropriate dress: incorrect footwear and no helmet. | <input type="checkbox"/> Clothing is appropriate for the weather. <input type="checkbox"/> Clothing is appropriate for discipline's dress code. <input type="checkbox"/> Helmet and proper footwear are worn. | <input type="checkbox"/> Candidate is professionally and neatly turned out. |
| 2.1.20 | Professional communication. | <input type="checkbox"/> Candidate speaks ill of another instructor, client and/or facility during lesson. <input type="checkbox"/> Candidate uses profanities, insults or discriminatory language. <input type="checkbox"/> Candidate's body language and facial expressions are negative. <input type="checkbox"/> Candidate speaks above /below the level of the group. | <input type="checkbox"/> Candidate uses age appropriate language and mannerisms. <input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities or insults. | <input type="checkbox"/> Candidate connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity. |
| 2.1.21 | Positive outlook.* | <input type="checkbox"/> Candidate comments are negative. <input type="checkbox"/> Candidate dwells on what is wrong and does not address anything that is being performed well. | <input type="checkbox"/> Candidate comments are positive and constructive. <input type="checkbox"/> Candidate reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Candidate's facial expressions and body language are positive | <input type="checkbox"/> Candidate's behaviour, language and attitude inspire equestrians. <input type="checkbox"/> Candidate's positive behaviour facilitates a constructive learning environment and creates an atmosphere of fun. |



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| | | | and open. <input type="checkbox"/> Promotes and models a positive image of the sport. | |
|--------------------------------------|---|--|---|--|
| 2.1.22 | Respects equestrians needs/thoughts.* | <input type="checkbox"/> Candidate is late and/or unprepared. <input type="checkbox"/> Candidate ignores one or more participants. <input type="checkbox"/> Candidate's behavior does not illustrate an understanding of expressed equestrian's fears and anxieties. | <input type="checkbox"/> Candidate arrives on time and is prepared for the lesson. <input type="checkbox"/> Candidate listens to equestrians' ideas and concerns. <input type="checkbox"/> Candidate's behavior illustrates an attempt to understand and overcome anxieties and fears of equestrians. | <input type="checkbox"/> Candidate arrives early enough to set up, review lesson and greet each equestrian as he/she arrives. <input type="checkbox"/> Candidate is able to channel equestrian's thoughts and concerns into improved performance. |
| 2.1.23 | Communicates / reinforces expectations of equestrians.* | <input type="checkbox"/> Candidate does not identify expectations for equestrian behaviors. <input type="checkbox"/> Candidate does not reinforce expected behaviors of equestrians as required. | <input type="checkbox"/> Candidate identifies appropriate expectations for equestrian behaviour and reinforces as required. | <input type="checkbox"/> Candidate reinforces positive behaviors as well as correcting inappropriate behaviors. |
| Criteria: Detect performance. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.1.24 | Effective observation of performance. | <input type="checkbox"/> Candidate does not pay attention to skill executions. <input type="checkbox"/> Candidate does not move around lesson environment to observe skills. | <input type="checkbox"/> Candidate moves around lesson environment to observe most of the skill development. | <input type="checkbox"/> Candidate moves around lesson to observe all skill development and equestrians from the most optimal vantage points. |
| 2.1.25 | Appropriate errors identified. | <input type="checkbox"/> No errors are detected. <input type="checkbox"/> Errors identified are not root problems or are not consistent with LTED, Learn to Ride/Drive Programs or the NCCP. | <input type="checkbox"/> Errors identified are consistent with LTED, Learn to Ride/Drive Programs and the NCCP. <input type="checkbox"/> Candidate is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson | <input type="checkbox"/> Identified errors will have the most direct impact on performance of the skill as per the lesson goals and the guidelines. |



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| | | | goals and LTED, Learn to Ride/Drive Programs and the NCCP. | |
|---------------------------------------|---|--|--|--|
| 2.1.26 | Identifies potential causes of error.* | <input type="checkbox"/> Candidate is unable to problem solve and is not able to identify potential causes of skill error when prompted. | <input type="checkbox"/> Candidate is able to reflect on and respond to some potential causes of skills error and communicates this to the equestrian when prompted. | <input type="checkbox"/> Candidate is able to reflect on all potential causes of skill errors as relevant for beginners. <input type="checkbox"/> Candidate helps equestrians detect errors and understand how performance is impacted. |
| 2.1.27 | Appropriate explanation of error.* | <input type="checkbox"/> Candidate is unable to explain how the error relates to performance when prompted. <input type="checkbox"/> Explanation is incorrect as per LTED, Learn to Ride/Drive Programs and the NCCP when prompted. | <input type="checkbox"/> Candidate is able to explain how the errors relate to overall performance prompted. | <input type="checkbox"/> Candidate is able to explain how the errors relate to overall performance without prompting. <input type="checkbox"/> Able to explain why this is important. |
| Criteria: Correct performance. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.1.28 | Appropriate correction applied. | <input type="checkbox"/> Candidate does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed. | <input type="checkbox"/> The correction will have some impact on the performance of the skill as per the LTED, Learn to Ride/Drive Programs and the NCCP. | <input type="checkbox"/> Correction will have a consistent impact on the performance of the skill as per the lesson goals. |
| 2.1.29 | Communicates prescriptive skill correction. | <input type="checkbox"/> Candidate does not identify/use adequate demonstrations to model correct skill performance. <input type="checkbox"/> Skill corrections are vague and too general. <input type="checkbox"/> Skill corrections focus on what to improve rather than | <input type="checkbox"/> Correction clearly emphasizes both what to improve and how to improve. <input type="checkbox"/> Candidate uses/identifies adequate demonstrations to model correct skill performance. <input type="checkbox"/> Candidate uses own | <input type="checkbox"/> Candidate explains why the correction will have a beneficial effect on performance while identifying how to improve. <input type="checkbox"/> Candidate uses specific external cues. <input type="checkbox"/> Candidate helps equestrians increase awareness of basic |



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| | | identifying specific strategies for how to improve the skill performance. | body language to demonstrate. | corrections by asking open-ended questions. Candidate is able to rephrase corrections to achieve the desired result. |
|--|--|---|-------------------------------|--|

2.2 - Unmounted Lesson

Criteria: Ensure that the lesson environment is safe.

| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
|-------|------------------------|---|---|---|
| 2.2.1 | Safe group management. | <input type="checkbox"/> Equestrians are allowed to wander out of candidate's sight. <input type="checkbox"/> Unsafe equestrian behavior is left unchecked. | <input type="checkbox"/> Equestrians are always within sight of the candidate. <input type="checkbox"/> Unsafe equestrian behavior is corrected immediately. E.g., running, yelling. | <input type="checkbox"/> Candidate clearly outlines expected safe behaviors to prevent at the beginning of the lesson. <input type="checkbox"/> Candidate reviews safety rules/behaviors when in a stable and around horses. |
| 2.2.2 | Facility safety check. | <input type="checkbox"/> Candidate did not inspect facility as evidenced by unsafe factors in the environment. <input type="checkbox"/> Candidate has chosen an inappropriate location for the lesson. | <input type="checkbox"/> Candidate did inspect facility as evidenced by safe environment. <input type="checkbox"/> The location chosen is appropriate. | <input type="checkbox"/> Candidate uses facility inspection as a teachable moment for equestrians. |

Criteria: Implement an appropriately structured and organized lesson.

| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
|-------|---|---|---|--|
| 2.2.3 | Candidate provides appropriate lesson plan. | <input type="checkbox"/> Candidate does not have a plan. | <input type="checkbox"/> Candidate has a lesson plan that is appropriate for beginner equestrians. <input type="checkbox"/> Plan identifies a clear lesson goal. | <input type="checkbox"/> Candidate has a detailed and structured lesson plan for beginner equestrians. |
| 2.2.4 | Lesson equipment ready. | <input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Candidate has to disrupt lesson to set up. | <input type="checkbox"/> Equipment is available and quickly set up. | <input type="checkbox"/> Equipment is set up with lesson progressions in mind. |



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| 2.2.5 | Activities match the lesson goals. | <input type="checkbox"/> Activities do not match lesson goals. E.g. Equestrians practice saddling in a grooming lesson. | <input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for activity progressions is evident. E.g. Enough equipment is available for all to practice after demo. | <input type="checkbox"/> Candidate adjusts the exercises to best meet the lesson goal based on equestrians' reactions. <input type="checkbox"/> If a change is required, candidate is able to explain why changes are made to the lesson plan. |
|--|---|---|---|---|
| 2.2.6 | Equestrians actively engaged. | <input type="checkbox"/> Equestrians are standing and waiting for more than 50% of the lesson. | <input type="checkbox"/> Equestrians are engaged in activity more than 50% of the time. | <input type="checkbox"/> Candidate engages equestrians by increasing or decreasing level and number of challenges. <input type="checkbox"/> Candidate's creativity and variety engages equestrians as evidenced by their active participation for more than 75% of the lesson. |
| 2.2.7 | Optimal use of space and equipment. | <input type="checkbox"/> Candidate does not use all of available space. | <input type="checkbox"/> Candidate uses available space to ensure there is enough room to safely perform activities. | <input type="checkbox"/> Candidate creatively maximizes available space. |
| Criteria: Make interventions that promote learning. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.2.8 | The content is appropriate for beginners. | <input type="checkbox"/> The content is above the level and not appropriate for beginners. | <input type="checkbox"/> The content is at the level and is appropriate for beginners. | <input type="checkbox"/> Content is clearly aimed at the age level of the equestrians and is appropriate for each equestrian. |
| 2.2.9 | Lesson objectives introduced. | <input type="checkbox"/> Candidate does not identify lesson goals to equestrians. | <input type="checkbox"/> Candidate clearly states lesson goals to equestrians. | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explains why the goal is important. |
| 2.2.10 | Effective use of key learning points. | <input type="checkbox"/> Doesn't use key points. <input type="checkbox"/> Provides an overload of key points (more than five (5)). | <input type="checkbox"/> Uses one (1) to three (3) key points. <input type="checkbox"/> Key points are consistent with discipline standards. | <input type="checkbox"/> Candidate uses analogies and examples from equestrian's experiences to |



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| | | <input type="checkbox"/> Key points are incorrect. <input type="checkbox"/> Explanation of key points is confusing and candidate does not clarify. | <input type="checkbox"/> Candidate uses age appropriate language to explain key points. | reinforce key learning points. |
| 2.2.11 | Effective demonstrations. | <input type="checkbox"/> Candidate does not use/identify a demonstration. <input type="checkbox"/> Candidate is positioned so that equestrians cannot see. | <input type="checkbox"/> Candidate uses/identifies a demonstration. <input type="checkbox"/> Candidate is positioned such that equestrians can see. | <input type="checkbox"/> Demonstration is conducted such that all equestrians can clearly see and hear. <input type="checkbox"/> Demonstration is conducted at a rate that allows for all equestrians to clearly see and process the key teaching steps. <input type="checkbox"/> The candidate asks questions about the demonstration. |
| 2.2.12 | Effective use of feedback. | <input type="checkbox"/> Feedback only identifies what to improve and not how to improve. <input type="checkbox"/> More motivation than correction – equestrians are told “good job” instead of how to improve. <input type="checkbox"/> Candidate speaks too quickly or quietly for equestrians to hear feedback. | <input type="checkbox"/> Candidate ensures group can hear them and candidate ensures they can hear group. <input type="checkbox"/> Candidate checks for understanding. <input type="checkbox"/> Feedback is positive, specific, and is communicated to equestrians and the group. <input type="checkbox"/> Feedback is selective and not constant. <input type="checkbox"/> Feedback provides enough information for equestrians to try improve performance. | <input type="checkbox"/> Feedback is specific to learning style of equestrian. <input type="checkbox"/> Feedback covers all three learning styles: Verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners. <input type="checkbox"/> Candidate’s voice is clear and audible for entire lesson. |
| 2.2.13 | Candidate facilitates skill practice. | <input type="checkbox"/> Equestrians are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for equestrians to practice the goal of the lesson. | <input type="checkbox"/> Candidate provides opportunities for equestrians to incorporate feedback. <input type="checkbox"/> Candidate provides opportunities for equestrians to practice new skills. <input type="checkbox"/> Activities provide an opportunity for equestrians to | <input type="checkbox"/> Practice progressions are structured to facilitate an improvement in the equestrian’s performance. |



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| | | | practice lesson goal. | |
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| 2.2.14 | Reinforcement of equestrian's effort and performance. | <input type="checkbox"/> Candidate does not address each individual. <input type="checkbox"/> Candidate is critical rather than constructive (addresses what is wrong instead of what and how it can be improved). | <input type="checkbox"/> Candidate speaks to each individual with a positive and constructive comment on their performance. | <input type="checkbox"/> Candidate reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals and enables equestrian to take a greater ownership over learning objectives. |
| 2.2.15 | Use of two (2) way communication. | <input type="checkbox"/> Candidate does all the talking in the lesson – talks for more than 50% of the time. <input type="checkbox"/> Candidate does not react to participant's response. | <input type="checkbox"/> Candidate asks at least one question regarding equestrian's reaction / understanding of an activity. <input type="checkbox"/> Candidate reacts to equestrian's response by moving ahead with the lesson or clarifying and allowing more practice of the skill. | <input type="checkbox"/> Candidate consistently uses questioning to help equestrians reflect on performance. <input type="checkbox"/> Candidate asks each equestrian a question and affirms / corrects / clarifies. |

2.3 - Lunge Lesson

Criteria: Ensure that the lesson environment is safe.

| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
|-------|-----------------------------------|---|---|---|
| 2.3.1 | Horse/Equestrian equipment ready. | <input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Equestrians not wearing helmets or footwear with a heel. <input type="checkbox"/> No boots/polos on horse. <input type="checkbox"/> Girth is too loose or too tight. <input type="checkbox"/> Equipment is in poor condition – broken, cracked, stitching coming undone. <input type="checkbox"/> Stirrups and/or reins not secured for warm- | <input type="checkbox"/> Ensures that girth is tight, reins and stirrups secured for warm-up. <input type="checkbox"/> Equestrian are all wearing helmets and footwear with *appropriate heels. <input type="checkbox"/> The horse is protected with boots/polos. <input type="checkbox"/> Girth tension is appropriate for safety of equestrian and horse. <input type="checkbox"/> Equipment is in good condition – not | <input type="checkbox"/> The candidate moves around the horse efficiently, demonstrating experience and a high comfort level. Reins and stirrups are expertly secured side reins for the warm-up has been tested for length before presenting the horse for lunging. <input type="checkbox"/> Equipment is in excellent condition and cleaned. |



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| | | <ul style="list-style-type: none"> <input type="checkbox"/> up. <input type="checkbox"/> Whip is dropped on the ground while tack is checked. <input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked. | <ul style="list-style-type: none"> <input type="checkbox"/> broken or cracked, stitching intact. <input type="checkbox"/> The candidate is able to manage the whip by holding it, placing it in a safe place or using a helper while checking the tack. | <ul style="list-style-type: none"> <input type="checkbox"/> Lunge line and whip are neatly and safely gathered while equipment is being checked. <input type="checkbox"/> Whip is used naturally without conscious effort. |
| 2.3.2 | Correct fitting of side reins for warm-up. | <ul style="list-style-type: none"> <input type="checkbox"/> No side reins are used for the warm-up of the horse. <input type="checkbox"/> Side rein far too short or far too long. <input type="checkbox"/> Side reins are too low. <input type="checkbox"/> Side reins are incorrectly attached to the girth. | <ul style="list-style-type: none"> <input type="checkbox"/> Side reins are correctly fitted and are short enough to allow the horse to come onto the contact. The side reins are even or slightly shorter on the inside. <input type="checkbox"/> Side reins are secured under a billet to prevent them slipping down. | <ul style="list-style-type: none"> <input type="checkbox"/> Obvious experience is evident. The side reins are adjusted as required to allow the horse to move correctly into the contact. <input type="checkbox"/> Candidate is able to respond to questions about use of side reins <input type="checkbox"/> Candidate adjusts the side reins during the session if too long/short without prompting. |
| 2.3.3 | Ensures correct mounting and dismounting. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate does not provide access to the reins. <input type="checkbox"/> Side reins remain attached while mounting the rider. <input type="checkbox"/> Candidate allows equestrian to dismount leaving the left foot in the stirrup and without contact on the reins. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate provides equestrian with access to reins during mounting/dismounting. <input type="checkbox"/> Candidate undoes side reins while equestrian mounts/dismounts. <input type="checkbox"/> Candidate ensures that the equestrian simultaneously drops both stirrups and maintains contact on horse's mouth. <input type="checkbox"/> Equestrian brings right leg back over the horse's haunches. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate holds the horse's bridle in addition to the lunge line. <input type="checkbox"/> Candidate holds the right stirrup or has an assistant hold it while the rider mounts and dismounts. <input type="checkbox"/> Uses teachable moments. |



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| 2.3.4 | Describes appropriate Horse/Pony.* | <input type="checkbox"/> When asked by the evaluator, the candidate cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s). <input type="checkbox"/> Requires a great deal of prompting. | <input type="checkbox"/> When asked the evaluator, the candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse(s). | <input type="checkbox"/> When asked by the evaluator, the candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse and can explain the qualities of an ideal lesson horse for a particular equestrian. |
| 2.3.5 | Risk Management.* | <input type="checkbox"/> Candidate leaves doors / gates open and ignores potential hazards. <input type="checkbox"/> Candidate does not recognize potential risks and there are dangerous factors in the environment which should have been addressed. | <input type="checkbox"/> Candidate ensures that all doors/gates are shut and that all equipment / area are safe. <input type="checkbox"/> Candidate can identify adjustments to lesson after a dangerous situation has become evident. | <input type="checkbox"/> Candidate quickly adapts to a situation that emerges during lesson. |
| 2.3.6 | Lunge line correctly attached. | <input type="checkbox"/> The lunge line is incorrectly attached. | <input type="checkbox"/> The lunge line is correctly attached as per EC Training. | <input type="checkbox"/> Candidate is able to explain why he/she chose this method of attaching the lunge line. |
| 2.3.7 | Effective management of the lunge line. | <input type="checkbox"/> Lunge line is dragged on ground. <input type="checkbox"/> Lunge line is wrapped around hand. | <input type="checkbox"/> Lunge line is safely held in one hand or with excess line held in opposite hand. <input type="checkbox"/> Lunge line rarely touches the ground. | <input type="checkbox"/> Candidate fluidly adjusts the length of the lunge line as necessary. <input type="checkbox"/> Lunge line never touches the ground. |
| 2.3.8 | Effective management of the lunge whip. | <input type="checkbox"/> Lunge whip is dropped on ground near the horse under foot. <input type="checkbox"/> Lunge whip is held too high or low. <input type="checkbox"/> Candidate cracks the whip when there is another horse in the arena. <input type="checkbox"/> Whip is dropped on the ground while tack is checked. <input type="checkbox"/> Whip is moved in | <input type="checkbox"/> Candidate uses whip effectively while being aware of other horses in the arena. <input type="checkbox"/> Lunge whip is never dropped. <input type="checkbox"/> The candidate is able to manage the whip by holding it, placing it in a safe place or using a helper while checking the tack. | <input type="checkbox"/> Candidate manages the lunge whip effectively and positions it as required for optimal effect. <input type="checkbox"/> Whip is used naturally without conscious effort. |



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| | | such a way as to scare the horse while tack is checked. | | |
| 2.3.9 | Correct circle size. | <input type="checkbox"/> Candidate cannot maintain an even size and shape of circle as evidenced by excessive traveling from one area of the ring to another. <input type="checkbox"/> Circle too small/large. | <input type="checkbox"/> Candidate maintains an even size and shape of the circle for most of lesson. <input type="checkbox"/> The circle is an appropriate size. | <input type="checkbox"/> Candidate maintains an even size and shape of circle for entire lesson. |
| 2.3.10 | Effective control of the horse and use of body language. | <input type="checkbox"/> Candidate does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in. <input type="checkbox"/> Candidate is unable to use body/voice to effectively control horse's movement. | <input type="checkbox"/> Candidate maintains correct triangle of control with whip and horse for most of the lesson. <input type="checkbox"/> Candidate uses voice, whip and/or body language effectively to control horse's movement for most of the lesson. | <input type="checkbox"/> Candidate maintains / adjusts position throughout the entire lesson. <input type="checkbox"/> Candidate uses voice, whip and/or body language to maintain control of the horse for the entire lesson. |
| 2.3.11 | Ensures that the equestrian knows how to adjust equipment from the ground. (E.g. Stirrups/Girth) | <input type="checkbox"/> Equestrian does not adjust girth and the candidate does not prompt them to do so. <input type="checkbox"/> During adjustment it is evident that girth is incorrectly fastened (not even on both sides, elastic only on right side), the Candidate does not correct. <input type="checkbox"/> Girth is not tightened enough. <input type="checkbox"/> Stirrups are not adjusted to fit the equestrian. <input type="checkbox"/> Candidate does not instruct equestrian on rule of thumb for stirrup adjustment. | <input type="checkbox"/> If equestrian does not adjust girth automatically, candidate prompts them. <input type="checkbox"/> During adjustment candidate corrects girths that are incorrectly fastened and if elastic present, it is on left side. Candidate explains why the elastic is on the left. <input type="checkbox"/> Stirrups are adjusted as required for the equestrian and the activity. <input type="checkbox"/> Candidate shows/reminds the equestrian about rule of thumb for stirrup adjustment. | <input type="checkbox"/> Candidate explains that the rule of thumb is an approximation and that stirrups may need to be adjusted once mounted. <input type="checkbox"/> Candidate explains why the stirrups need to be adjusted. |



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| 2.3.12 | Ensures that the equestrian knows how to adjust equipment correctly when mounted. | <input type="checkbox"/> Candidate allows the equestrian to take the foot out of the stirrup and drop reins when adjusting girth and/or stirrups. | <input type="checkbox"/> Candidate ensures that equestrian keeps both feet in stirrups when adjusting girth and/or stirrups. <input type="checkbox"/> Candidate ensures reins are not dropped during adjustments. | <input type="checkbox"/> Candidate allows the equestrian time to try adjustment on his or her own before assisting if required. <input type="checkbox"/> Candidate checks the equestrians' efforts and makes additional adjustments as required. |
|--|---|--|--|---|
| Criteria: Implement an appropriately structured and organized lesson. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.3.13 | Lesson objectives introduced. | <input type="checkbox"/> Candidate does not identify lesson goals to equestrians. | <input type="checkbox"/> Candidate clearly states what, why and how is going to be done in the lesson. | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explains why this goal is important. |
| Criteria: Make interventions that promote learning. | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.3.14 | Candidate provides effective feedback. | <input type="checkbox"/> Feedback only identifies what to improve and not how to improve. <input type="checkbox"/> More motivation than correction – equestrians are told “good job” instead of how to improve. <input type="checkbox"/> Candidate speaks too quickly or quietly for equestrians to hear feedback. | <input type="checkbox"/> Candidate checks for understanding. <input type="checkbox"/> Feedback is positive, specific, and is communicated to the equestrian. <input type="checkbox"/> Feedback provides enough information for participant to try improving performance. <input type="checkbox"/> Candidate’s voice is clear and audible for entire lesson. | <input type="checkbox"/> Feedback is specific to learning style of participants. <input type="checkbox"/> Feedback covers all three learning styles: Verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners. <input type="checkbox"/> Candidate starts to introduce the concept of “feel”. |
| 2.3.15 | Effective explanation. | <input type="checkbox"/> Doesn’t use key teaching points. <input type="checkbox"/> Provides an overload of key points (more than five (5)). <input type="checkbox"/> Key points (aids) are incorrect. <input type="checkbox"/> Explanation of key points is confusing and candidate does not clarify. | <input type="checkbox"/> Uses one (1) to three (3) key teaching point(s) to explain how the goal will be accomplished. <input type="checkbox"/> Key points (aids) are consistent with discipline standards (technically correct). <input type="checkbox"/> Candidate uses age appropriate language to explain key points. | <input type="checkbox"/> Candidate uses analogies and examples from participant’s experiences to reinforce key learning points. |



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| 2.3.16 | Safe and effective equestrian exercises. | <input type="checkbox"/> Candidate does not address a particular problem to correct or is unable to match the exercise with the intended results or improvement desired. Exercises are unsafe. <input type="checkbox"/> Candidate moves to next progression before basic progression is completed. | <input type="checkbox"/> Candidate provides specific exercises designed to improve balance and/or position during walk and/or trot. <input type="checkbox"/> Candidate changes direction in time allowed, if time is greater than 20 minutes. | <input type="checkbox"/> Candidate is able to identify a root problem and provides exercises, which produce a clear improvement in rider's position. <input type="checkbox"/> Candidate spends an equal amount of time in each direction – if time is greater than twenty (20) minutes. |
| 2.3.17 | Candidate facilitates skill practice. | <input type="checkbox"/> Equestrians are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for equestrians to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the equestrian to practice/master the skill. | <input type="checkbox"/> Candidate provides opportunities for equestrians to incorporate feedback. <input type="checkbox"/> Candidate provides opportunities for equestrians to practice new skills. <input type="checkbox"/> Progressions allow adequate time for the equestrian to practice/master skill. | <input type="checkbox"/> Practice progressions are structured and sequenced to facilitate an improvement in the equestrian's performance. <input type="checkbox"/> Candidate is able to observe the equestrian's body language for fatigue, fear etc. |
| 2.3.18 | Reinforcement of equestrian's effort and performance. | <input type="checkbox"/> Candidate is critical rather than constructive (addresses what is wrong instead of what and how it can be improved). | <input type="checkbox"/> Candidate speaks with a positive and constructive comment on the equestrian's performance. | <input type="checkbox"/> Candidate reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals. |
| 2.3.19 | Use of two (2) way communication. | <input type="checkbox"/> Candidate does all the talking in the lesson – talks for more than 50% of the time. | <input type="checkbox"/> Candidate asks at least one question to each equestrian regarding their reaction / understanding of an activity. | <input type="checkbox"/> Candidate consistently uses questioning to help participants reflect on performance. |



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| 2.4 – Stable Management | | | | |
|-------------------------|-----------------|--|---|--|
| Criteria: Bandages | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.4.1 | Stable Bandage. | <input type="checkbox"/> Bandages and pads appear dirty and in disrepair. <input type="checkbox"/> Bandage/pads are too loose. <input type="checkbox"/> Bandage/pads are too tight. <input type="checkbox"/> Unable to explain why a stable bandage is needed when asked. <input type="checkbox"/> Wrinkles are evident in bandaging technique. <input type="checkbox"/> Tension is uneven in most bandages. <input type="checkbox"/> Bandage is too short or long. <input type="checkbox"/> Tape, if used, is too tight. | <input type="checkbox"/> Bandages and pads are clean and in good repair. <input type="checkbox"/> Bandage and pads are firmly applied with even tension. <input type="checkbox"/> Instructor is able to correctly explain why a stable bandage is needed when asked. <input type="checkbox"/> Wrinkles are not obvious in bandaging technique. <input type="checkbox"/> 2 cm of cotton is visible at top and bottom of bandage. | <input type="checkbox"/> Bandage and pad is/are perfectly smooth. <input type="checkbox"/> Bandage is evenly spaced with each wrap. <input type="checkbox"/> Pad is evenly visible at both top and bottom. <input type="checkbox"/> Wrapping finishes on the outside of legs. <input type="checkbox"/> If tape is used, it is applied with even tension. |
| 2.4.2 | Polo wrap. | <input type="checkbox"/> Candidate cannot respond to questions about why a polo wrap is used. <input type="checkbox"/> Polo wrap is not secure. <input type="checkbox"/> Wrap fastener is too tight – can't comfortably fit a finger between leg and wrap. <input type="checkbox"/> Wrinkles are evident in the bandage. <input type="checkbox"/> Tension is uneven in most bandages. <input type="checkbox"/> Incorrect length. | <input type="checkbox"/> Candidate can correctly respond to questions about why a polo wrap is used. <input type="checkbox"/> Clean polo bandages are used. <input type="checkbox"/> Correct length of bandage: covers just below knee to ergot at the back of the fetlock. <input type="checkbox"/> Wrap is secure but not too tight: can fit one finger between leg and wrap. <input type="checkbox"/> Tension is even from top to bottom. <input type="checkbox"/> Bandages are applied with no wrinkles. | <input type="checkbox"/> "V" is perfectly placed in the centre. <input type="checkbox"/> Wrap finishes on outside. <input type="checkbox"/> Wrap is evenly spaced with each wrap. |
| 2.4.3 | Boots. | <input type="checkbox"/> Boots are too large or small. <input type="checkbox"/> Boots are too loose – move freely on the | <input type="checkbox"/> Boots fit the horse. <input type="checkbox"/> Boots are correctly placed. <input type="checkbox"/> Boots are secure – do | <input type="checkbox"/> Candidate voluntarily explains why the specific boots are or are not appropriate for |



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| | | <p>horse's leg.</p> <input type="checkbox"/> Boots are placed incorrectly—too high or too low. <input type="checkbox"/> Boots are backwards. <input type="checkbox"/> Wrong boots on fore or hind. | not move freely with leg motion. | this horse and why. |
|------------------------------------|---|--|--|--|
| Criteria: General Knowledge | | | | |
| ## | Evidence | Below Standard (0) | Standard (1) | Exceeds Standard (2) |
| 2.4.4 | Explains basics of tack care and the candidate's responsibility. | <input type="checkbox"/> Cannot explain basic tack care and the candidate's responsibility re-tack even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing. | <input type="checkbox"/> Can provide the information with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided. |
| 2.4.5 | Explains signs of unsoundness and general signs of horse health and the candidate's responsibility. | <input type="checkbox"/> Cannot explain the signs of unsoundness and the candidate's responsibility re unsoundness even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing. | <input type="checkbox"/> Can provide one (1) to three (3) points with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided. |
| 2.4.6 | Explains the characteristics of a good school horse including blemishes. | <input type="checkbox"/> Cannot explain the characteristics of a good school horse even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing. | <input type="checkbox"/> Can explain three (3) to five (5) points with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Can provide more information without prompting. <input type="checkbox"/> Extra correct information is provided. |
| 2.4.7 | Explains basics of feeding and watering before / after a lesson and the candidate's responsibility. | <input type="checkbox"/> Cannot explain feeding/watering basics and the candidate's responsibility re feeding and watering even when prompted. <input type="checkbox"/> Information provided is incorrect and/or | <input type="checkbox"/> Can explain the information with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided. |



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| | | information is missing. | | |
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| 2.4.8 | Explains EAP for injured horse and the candidate's responsibility. | <input type="checkbox"/> Cannot explain EAP and the candidate's responsibility re the EAP even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing. | <input type="checkbox"/> Can explain the information with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided. |
| 2.4.9 | Written test. | <input type="checkbox"/> Information provided is incorrect and/or information is missing. | <input type="checkbox"/> The information is correct as per applicable training manuals. | <input type="checkbox"/> Extra correct information is provided. |

* The candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.



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