



National  
Coaching  
Certification  
Program

# ***Equine Canada Instruction of Beginners Observation Kit— ENGLISH Rubrics***

**NCCP Certified Instructors of Beginners will be able to:**

- 1. Plan lessons for beginner riders**
- 2. Teach lessons to beginner riders (in the ring, unmounted, and on lunge).**
- 3. Analyze performance of beginner riders.**
- 4. Demonstrate basic stable management.**
- 5. Make ethical decisions (not evaluated in this rubric).**

<b>TASK</b>	<b>Tool/Task</b>	<b>NCCP outcome being evaluated</b>
Task A	Lesson plan and EAP (Submitted prior to the evaluation)	1. Planning a lesson
Task B	<ul style="list-style-type: none"> <li>• Mounted lesson</li> </ul>	2. Teach mounted lessons to beginner riders 3. Analyze performance of beginner riders
Task C	<ul style="list-style-type: none"> <li>• Lesson on the lunge</li> </ul>	2. Teach mounted lessons to beginner riders 3. Analyze performance of beginner riders
Task D	<ul style="list-style-type: none"> <li>• Stable Management</li> </ul>	4. Demonstrate basic stable management
Task E	<ul style="list-style-type: none"> <li>• Unmounted lesson</li> </ul>	2. Teach mounted lessons to beginner riders. 3. Analyze performance of beginner riders

NOTE: To receive a mark of (3) for “Exceptional quality”, the instructor candidate must have the elements listed under (2) “Minimum standards” PLUS what is listed in the “Exceptional” column.

## TASK A: LESSON PLAN AND EAP Submission Before the Observation

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Appropriate and Structured Lesson Plan</b>	Logistics information identified	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of riders, level of athletes, etc.	<input type="checkbox"/> Logistics are detailed enough for another instructor to clearly implement the plan. <input type="checkbox"/> Facility map.
	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 Equine Canada Beginner Rider framework and NCCP growth & development principles.	<input type="checkbox"/> Specific objectives are identified for each individual activity.
	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.
	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 including introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion.	<input type="checkbox"/> Detail is such that another instructor could easily implement this practice as per the intended timelines. <input type="checkbox"/> Activities within the main part are sequenced to enhance learning.
	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 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.
	Appropriate activities	<input type="checkbox"/> Activities are inappropriate for beginners as outlined in the Rider Level guides and the Equine Canada Participant Development Model. <input type="checkbox"/> Activities do not match goals.	<input type="checkbox"/> Activities match goal. <input type="checkbox"/> Activities reflect Equine Canada's recommendations and guidelines for teaching beginners. <input type="checkbox"/> Activities contribute to skill development. <input type="checkbox"/> At least one lesson progression is 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. <input type="checkbox"/> More than one lesson progression is included.
	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 instructor could implement this practice and achieve the desired learning or training effect.
	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.
<b>Emergency Action Plan</b>	Location of phones and emergency numbers including fire	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of athletes, level of athletes, etc.	<input type="checkbox"/> Logistics are detailed enough for another instructor/individual to clearly implement the practice.
	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.
	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.

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	Location of first aid kits human/equine	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location of equine and human first aid kits identified.	<input type="checkbox"/> Instructor presents a checklist of required equipment found in human and equine first aid kits.
	Location of fire extinguishers	<input type="checkbox"/> Location is not identified.	<input type="checkbox"/> Location is identified.	<input type="checkbox"/> Checklist for fire emergency is included.
	Identification of call and charge persons	<input type="checkbox"/> Call and charge persons are not identified. <input type="checkbox"/> Roles and contact info not included.	<input type="checkbox"/> Roles and contacts for call and charge persons are identified.	<input type="checkbox"/> Alternate call and charge persons are identified.
	Phone numbers for veterinarians	<input type="checkbox"/> No phone numbers.	<input type="checkbox"/> Phone numbers are present.	<input type="checkbox"/> Phone numbers and directions to nearest emergency vet hospital are included.

### TASK B: MOUNTED LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/rider equipment ready	<input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Riders not wearing helmets or footwear with proper heel.	<input type="checkbox"/> Riders are all wearing helmets and footwear with heels as defined by law and Equine Canada Beginner Rider framework. <input type="checkbox"/> Ensures that girth and other equipment is correctly fitted and adjusts as necessary. <input type="checkbox"/> Ensures that tack is in good repair. <input type="checkbox"/> Stirrups are even and an appropriate length for the lesson topic.	<input type="checkbox"/> Instructor provides an explanation while checking and adjusting tack to help the student be more independent next time.
	Safe group management	<input type="checkbox"/> Rider proximity is unsafe and is not corrected by the instructor. Fast moving horse is always placed last in the line. <input type="checkbox"/> Slow horse is at front of the group affecting the progress of others. <input type="checkbox"/> Instructor does not have control of the environment (riders, horses, spectators, etc.).	<input type="checkbox"/> All riders 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"/> Instructor maintains control of environment (riders, horses, spectators, etc.).	<input type="checkbox"/> Instructor places himself/herself so that he/she can see all participants at all times, e.g. on the outside of a circle. <input type="checkbox"/> Instructor quickly and easily adapts to changing conditions in the group, e.g. changes the plan to deal with an anxious rider.
	*** Appropriate horse/pony	<input type="checkbox"/> When asked by examiner, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).	<input type="checkbox"/> When asked by examiner, Instructor can explain why or why not the horse(s) is/are appropriate as a beginner horse(s).	<input type="checkbox"/> When asked by examiner, Instructor 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 lesson horse for a beginner.
	*** Risk management	<input type="checkbox"/> Instructor leaves doors/gates open and ignores potential hazards. <input type="checkbox"/> Instructor does not recognize potential risks when there are dangerous factors in the environment which should have been addressed, e.g. lunge whip is lying on the ground.	<input type="checkbox"/> Instructor ensures that all doors/gates are shut and that all equipment/area is safe. <input type="checkbox"/> Instructor can identify adjustments to lesson after a dangerous situation has become evident, e.g. heavy rain is creating noise which frightens the horses.	<input type="checkbox"/> Instructor quickly adapts to a situation that emerges during lesson (e.g. unexpected bad weather, a spooking horse spooks the rest of the group).

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

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Structure &amp; Organization</b>	Instructor provides appropriate plan	<input type="checkbox"/> Instructor does not have a plan.	<input type="checkbox"/> Instructor has a lesson plan that is appropriate for beginner riders. <input type="checkbox"/> Plan identifies a clear lesson goal.	<input type="checkbox"/> Instructor has a detailed and structured lesson plan for beginner riders which includes all the elements outlined in Section A.
	***Lesson equipment ready	<input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Instructor 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.
	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 i.e. too short/long.	<input type="checkbox"/> Lesson is organized into main segments including 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. <input type="checkbox"/> Activities within the main part are sequenced to enhance learning.
	Exercises match the lesson goals	<input type="checkbox"/> Activities do not match lesson goals. <input type="checkbox"/> Activities are too complex to achieve lesson goals (i.e., learning to post trot on circle—riders are too busy steering to concentrate on their posting).	<input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for activity progressions is evident.	<input type="checkbox"/> Instructor adjusts the exercises to best meet the lesson goal based on participants' and horses' reactions. <input type="checkbox"/> If a change is required (content or timeline) instructor is able to explain why changes are made to the lesson plan.
	Riders actively engaged	<input type="checkbox"/> Participants are standing and waiting for more than 50% of the lesson.	<input type="checkbox"/> Riders are engaged in activity more than 50% of the time.	<input type="checkbox"/> Instructor engages participants by increasing or decreasing number and or level of challenges. <input type="checkbox"/> Instructor's creativity and variety engages participants as evidenced by their active participation (either riding or participating in "teachable moments" dialogue) for more than 75% of the lesson.
	Optimal use of space & equipment	Instructor does not use all of available space and is unable to explain why.	<input type="checkbox"/> Instructor uses available space to ensure horses are spaced out and that there is enough room to safely perform activities.	<input type="checkbox"/> Instructor creatively maximizes available space.

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	The content is appropriate for beginners	<input type="checkbox"/> The content is above/below the level and/or not appropriate for beginners.	<input type="checkbox"/> The content is at a suitable level and is appropriate for beginners.	<input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	<input type="checkbox"/> Instructor does not identify lesson goals to participants.	<input type="checkbox"/> Instructor clearly states <b>WHAT</b> is going to be done in the lesson.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains <b>WHY</b> this goal is important.
	Effective explanation	<input type="checkbox"/> Doesn't use key teaching points (aids). <input type="checkbox"/> Provides an overload of key points (more than 5). <input type="checkbox"/> Key points (aids) are incorrect <input type="checkbox"/> Explanation of key points is confusing and Instructor does not clarify. <input type="checkbox"/> Instructor does not use discipline specific language.	<input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> the goal will be accomplished. <input type="checkbox"/> Key points (aids) are correct within discipline standards (technically correct). <input type="checkbox"/> Instructor uses age appropriate language to explain key points. <input type="checkbox"/> Instructor uses discipline specific language.	<input type="checkbox"/> Instructor uses analogies and examples from participant's experiences to reinforce key learning points. <input type="checkbox"/> Instructor uses discipline specific language and ensures that the participants understand.
	Instructor uses effective demonstrations	<input type="checkbox"/> Instructor does not provide any demonstrations. <input type="checkbox"/> Demonstration does not match teaching goal. <input type="checkbox"/> Demonstration does not describe what the instructor intends, i.e. shows the correct exercise or demonstrates a common error. <input type="checkbox"/> Students can not see or hear the demonstration.	<input type="checkbox"/> Instructor uses demonstrations that can be seen/heard by entire group. <input type="checkbox"/> Demonstration correctly matches the goal of the lesson. <input type="checkbox"/> Demonstration matches the instructor's explanation, i.e. the correct exercise or a common error.	<input type="checkbox"/> Instructor organizes group so participants are in an optimal position to see and hear demonstrations. <input type="checkbox"/> Key teaching points clearly match the demonstration provided.
	Instructor provides effective feedback to riders	<input type="checkbox"/> Feedback only identifies <b>what</b> to improve and not <b>how</b> to improve. <input type="checkbox"/> More motivation than correction—riders are told "good job" instead of how to improve. <input type="checkbox"/> Instructor speaks too quickly or quietly for riders to hear feedback. <input type="checkbox"/> Instructor does not affirm or correct participant's response.	<input type="checkbox"/> Instructor ensures participants can hear him/her and Instructor ensures he/she can hear participants. <input type="checkbox"/> Instructor 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 participant to try to improve performance. <input type="checkbox"/> Instructor affirms or corrects participant's response.	<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"/> Instructor's voice is clear and audible for entire lesson. <input type="checkbox"/> Feedback promotes analysis by the participant.
	Instructor facilitates skill practice	<input type="checkbox"/> Riders are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for riders to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the rider to practise/master the skill.	<input type="checkbox"/> Instructor provides opportunities for riders to incorporate feedback. <input type="checkbox"/> Instructor provides opportunities for riders to practice new skills. <input type="checkbox"/> Activities provide an opportunity for riders to practice skills, which lead to accomplishment of lesson goal. <input type="checkbox"/> Sufficient time is allowed for the participant to practice/master skill of each progression.	<input type="checkbox"/> Instructor alters/amends progressions to meet the needs of the participants.
	Reinforcement of rider's effort and performance	<input type="checkbox"/> Instructor does not address each individual. <input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	<input type="checkbox"/> Instructor speaks to each individual with a positive and constructive comment on his/her performance.	<input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals.

	Use of two-way communication	<input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time. <input type="checkbox"/> Instructor does not react to participant's response.	<input type="checkbox"/> Instructor asks at least one question regarding participants' reaction/understanding of an activity. <input type="checkbox"/> Instructor reacts to participant's response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	<input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance. <input type="checkbox"/> Instructor asks each rider a question and affirms/corrects/clarifies.
<b>Professional conduct</b>	Appropriate Instructor 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 when riding.	<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 if riding.	<input type="checkbox"/> Instructor is professionally and neatly turned out.
	Professional communication	<input type="checkbox"/> Instructor speaks ill of another instructor, client and/or facility during lesson. <input type="checkbox"/> Instructor uses profanities, insults, or discriminatory language. <input type="checkbox"/> Instructor's body language and facial expressions are negative. <input type="checkbox"/> Instructor speaks above/below the level of the group.	<input type="checkbox"/> Instructor uses age appropriate language and mannerisms. <input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities or insults.	<input type="checkbox"/> Instructor connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity.
	***Positive outlook	<input type="checkbox"/> Instructor's comments are negative. <input type="checkbox"/> Instructor dwells on what is wrong and does not address anything that is being performed well.	<input type="checkbox"/> Instructor's comments are positive and constructive. <input type="checkbox"/> Instructor reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Instructor's facial expressions and body language are positive and open. <input type="checkbox"/> Promotes and models a positive image of the sport.	<input type="checkbox"/> Instructor's behaviour, language, and attitude inspire participants. <input type="checkbox"/> Instructor's positive behaviour facilitates a constructive learning environment and creates an atmosphere of fun.
	***Respects participants needs/thoughts	<input type="checkbox"/> Instructor is late and/or unprepared. <input type="checkbox"/> Instructor ignores one or more participants. <input type="checkbox"/> Instructor's behaviour does not illustrate an understanding of expressed participant's fears and anxieties.	<input type="checkbox"/> Instructor arrives on time and is prepared for the lesson. <input type="checkbox"/> Instructor listens to participants' ideas and concerns. <input type="checkbox"/> Instructor's behaviour illustrates an attempt to understand and overcome anxieties and fears of participants.	<input type="checkbox"/> Instructor arrives early enough to set up, review lesson and greet each participant as he/she arrives. <input type="checkbox"/> Instructor is able to channel participants' thoughts and concerns into improved performance.
	**Communicates /reinforces expectations of participants.	<input type="checkbox"/> Instructor does not identify expectations for participant behaviours. <input type="checkbox"/> Instructor does not reinforce expected behaviours of participants as required.	<input type="checkbox"/> Instructor identifies appropriate expectations for participant behaviour and reinforces as required.	<input type="checkbox"/> Instructor reinforces positive behaviors as well as correcting inappropriate behaviors.

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

## TASK B: OBSERVATION—MOUNTED LESSON (continued)

### Analyze performance of a beginner rider.

*\*Evidence of Achievement may also be gathered from Lunge Lesson and Unmounted Lesson*

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Detects Skill Errors (candidate is able to detect errors)</b>	Effective observation of performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not pay attention to skill executions.</li> <li><input type="checkbox"/> Instructor does not move around lesson environment to observe skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor moves around lesson environment to observe most of the skill development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor moves around lesson to observe all skill development and riders from the most optimal vantage points.</li> </ul>
	Appropriate errors identified	<ul style="list-style-type: none"> <li><input type="checkbox"/> No errors are detected.</li> <li><input type="checkbox"/> Errors identified are not root problems or are not consistent with the rider's level e.g. "improve your half-halts".</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Errors identified are consistent with Instructing Beginners guidelines.</li> <li><input type="checkbox"/> Instructor is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the Instructing Beginners guidelines, e.g. deeper heel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identified errors with the most direct impact on performance of the skill as per the lesson goals and the Instructing Beginners guidelines, e.g. more effective use of eyes will lead to a rounder circle.</li> </ul>
	***Identifies potential causes of error	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is able to reflect on and respond to some potential causes of skills error and communicates this to the participant when prompted,** e.g. "Your horse is cutting the corner because your inside rein is too short".</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is able to reflect on all potential causes of skill errors as relevant for beginners.</li> <li><input type="checkbox"/> Instructor helps participants detect errors and understand how performance is impacted e.g. "Why do you think your horse is cutting the corner? ".</li> </ul>
	***Appropriate explanation of error	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is unable to explain how the error relates to performance when prompted.</li> <li><input type="checkbox"/> Explanation is incorrect as per Instructing Beginners guidelines when prompted e.g. "If you pull harder the turn will be better".</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance when prompted, ** e.g. If you pull on the inside rein your horse will fall in.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance without prompting.</li> <li><input type="checkbox"/> Able to explain <b>WHY</b> this is important, e.g. "If your horse falls in you will not be able to ride a good corner."</li> </ul>
<b>Prescribes Corrections (candidate provides corrections)</b>	Appropriate correction applied	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not apply corrections to identified errors.</li> <li><input type="checkbox"/> Correction identified does not impact the error being addressed, e.g. improve your turn by pulling harder.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The correction will have some impact on the performance of the skill as per the Instructing Beginner Guidelines/Rider Manuals etc. "Use less inside rein and more inside leg".</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correction will have the most impact on the performance of the skill as per the lesson goals, i.e. "Imagine you are riding a square turn and coordinate your inside leg with your outside rein."</li> </ul>
	Communicates prescriptive skill correction	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not identify/use adequate demonstrations to model correct skill performance.</li> <li><input type="checkbox"/> Skill corrections are vague and too general, e.g. "eyes", "shoulders".</li> <li><input type="checkbox"/> Skill corrections focus on <b>WHAT</b> to improve rather than identifying specific strategies for <b>HOW</b> to improve the skill performance, e.g. "Your eyes are down".</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correction clearly emphasizes both <b>WHAT</b> to improve and <b>HOW</b> to improve, e.g. "you are leaning too far forward. Press the top neck vertebra against your collar.</li> <li><input type="checkbox"/> Instructor uses/identifies adequate demonstrations to model correct skill performance.</li> <li><input type="checkbox"/> Instructor uses own body language to demonstrate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor explains <b>WHY</b> the correction will have a beneficial effect on performance while identifying <b>HOW</b> to improve, e.g. "If you use your eyes, your body will be able to more automatically adjust to make corrections".</li> <li><input type="checkbox"/> Instructor uses specific external cues, i.e., "keep your eyes on the orange dot down the long side", "keep your hands at the withers".</li> <li><input type="checkbox"/> Instructor helps athletes increase awareness of basic corrections by asking open-ended questions e.g. What is the position of your arm at the end of the movement? (extended or flexed).</li> <li><input type="checkbox"/> Instructor is able to rephrase corrections to achieve the desired result.</li> </ul>

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

## TASK C: LUNGE LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/rider equipment ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tack not checked.</li> <li><input type="checkbox"/> Tack checked but not adjusted if required.</li> <li><input type="checkbox"/> Riders not wearing helmets or footwear with a heel.</li> <li><input type="checkbox"/> No boots/polos on horse.</li> <li><input type="checkbox"/> Girth is too loose or too tight.</li> <li><input type="checkbox"/> Equipment is in poor condition—broken, cracked, stitching coming undone.</li> <li><input type="checkbox"/> Stirrups and/or reins not secured for warm-up.</li> <li><input type="checkbox"/> Whip is dropped on the ground while tack is checked.</li> <li><input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that girth is tight, reins and stirrups secured for warm-up.</li> <li><input type="checkbox"/> Riders are all wearing helmets and footwear with *appropriate heels.</li> <li><input type="checkbox"/> The horse is protected with boots/polos.</li> <li><input type="checkbox"/> Girth tension is appropriate for safety of rider and horse.</li> <li><input type="checkbox"/> Equipment is in good condition—not broken or cracked, stitching intact.</li> <li><input type="checkbox"/> The instructor is able to manage the whip by holding it, placing it in a safe place, or using a helper while checking the tack.</li> </ul>	<ul style="list-style-type: none"> <li><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 have been tested for length before presenting the horse for lunging.</li> <li><input type="checkbox"/> Equipment is clean and in excellent condition.</li> <li><input type="checkbox"/> Lunge line and whip are neatly and safely gathered while equipment is being checked.</li> <li><input type="checkbox"/> Whip is used naturally without conscious effort.</li> </ul>
	Correct fitting of side reins for warm-up	<ul style="list-style-type: none"> <li><input type="checkbox"/> No side reins are used for the warm-up of the horse.</li> <li><input type="checkbox"/> Side rein far too short or far too long.</li> <li><input type="checkbox"/> Side reins are too low.</li> <li><input type="checkbox"/> Side reins are incorrectly attached to the girth.</li> </ul>	<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Side reins are secured under a billet to prevent them slipping down.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Obvious experience is evident. The side reins are adjusted as required to allow the horse to move correctly into the contact.</li> <li><input type="checkbox"/> Instructor is able to respond to questions about use of side reins.</li> <li><input type="checkbox"/> Instructor adjusts the side reins during the session if too long/short without prompting.</li> </ul>
	Ensures correct mounting and dismounting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not provide access to the reins.</li> <li><input type="checkbox"/> Side reins remain attached while mounting the rider.</li> <li><input type="checkbox"/> Instructor allows rider to dismount leaving the left foot in the stirrup and without contact on the reins.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor provides rider with access to reins during mounting/dismounting.</li> <li><input type="checkbox"/> Instructor undoes side reins while rider mounts/dismounts.</li> <li><input type="checkbox"/> Instructor ensures that the rider simultaneously drops both stirrups and maintains contact on horse's mouth.</li> <li><input type="checkbox"/> Rider brings right leg back over the horse's haunches.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor holds the horse's bridle in addition to the lunge line.</li> <li><input type="checkbox"/> Instructor holds the right stirrup or has an assistant hold it while the rider mounts and dismounts.</li> <li><input type="checkbox"/> Uses teachable moments.</li> </ul>
	*****Describes appropriate horse/pony	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by examiner, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> <li><input type="checkbox"/> Requires a great deal of prompting.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by examiner, Instructor can explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by examiner, Instructor 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 student.</li> </ul>
	****Risk management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor leaves doors/gates open and ignores potential hazards.</li> <li><input type="checkbox"/> Instructor does not recognize potential risks and there are dangerous factors in the environment which should have been addressed e.g. loose dog.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor ensures that all doors/gates are shut and that all equipment/area is safe.</li> <li><input type="checkbox"/> Instructor can identify adjustments to lesson after a dangerous situation has become evident, e.g. heavy rain is creating noise which frightens the horses.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor quickly adapts to a situation that emerges during the lesson (e.g. unexpected bad weather, a spooking horse spooks the rest of the group).</li> </ul>

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

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Lunging Technique</b>	Lunge line correctly attached	<input type="checkbox"/> The lunge line is incorrectly attached.	<input type="checkbox"/> The lunge line is correctly attached as per Instruction of Beginners' guidelines.	<input type="checkbox"/> Instructor is able to explain why he/she chose this method of attaching the lunge line.
	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"/> Lunge line never touches the ground. <input type="checkbox"/> Instructor fluidly adjusts the length of the lunge line as necessary.
	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"/> Instructor 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 such a way as to scare the horse while tack is checked.	<input type="checkbox"/> Instructor uses whip effectively while being aware of other horses in the arena. <input type="checkbox"/> Lunge whip is never dropped. <input type="checkbox"/> The instructor 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"/> Instructor manages the lunge whip effectively and positions it as required for optimal effect. <input type="checkbox"/> Whip is used naturally without conscious effort.
	Correct circle size	<input type="checkbox"/> Instructor 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"/> Instructor 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"/> Instructor maintains an even size and shape of circle for entire lesson.
	Effective control of the horse and use of body language	<input type="checkbox"/> Instructor does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in. <input type="checkbox"/> Instructor is unable to use body/voice to effectively control horse's movement.	<input type="checkbox"/> Instructor maintains correct triangle of control with whip and horse for most of the lesson. <input type="checkbox"/> Instructor uses voice, whip and/or body language effectively to control horse's movement for most of the lesson.	<input type="checkbox"/> Instructor maintains/adjusts position throughout the entire lesson. <input type="checkbox"/> Instructor uses voice, whip and/or body language to maintain control of the horse for the entire lesson.

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Teaching Skills</b>	Ensures that the rider knows how to adjust equipment from the ground (stirrups/girth)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rider does not adjust girth and Instructor does not prompt them to do so.</li> <li><input type="checkbox"/> During adjustment it is evident that girth is incorrectly fastened (not even on both sides, elastic only on right side), Instructor does not correct.</li> <li><input type="checkbox"/> Girth is not tightened enough.</li> <li><input type="checkbox"/> Stirrups are not adjusted to fit the rider.</li> <li><input type="checkbox"/> Instructor does not instruct rider on rule of thumb for stirrup adjustment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If rider does not adjust girth automatically, Instructor prompts them.</li> <li><input type="checkbox"/> During adjustment Instructor corrects girths that are incorrectly fastened and if elastic present, it is on left side. Instructor explains why the elastic is on the left.</li> <li><input type="checkbox"/> Stirrups are *adjusted as required for the individual and the activity.</li> <li><input type="checkbox"/> Instructor shows/reminds student about rule of thumb for stirrup adjustment. (Stirrup to armpit).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor explains that the rule of thumb is an approximation and that stirrups may need to be adjusted once mounted.</li> <li><input type="checkbox"/> Instructor explains why the stirrups need to be adjusted.</li> </ul>
	Ensures that the rider knows how to adjust equipment correctly when mounted	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor allows the rider to take the foot out of the stirrup and drop reins when adjusting girth and/or stirrups.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor ensures that rider keeps both feet in stirrups when adjusting girth and/or stirrups.</li> <li><input type="checkbox"/> Instructor ensures reins are not dropped during adjustments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor allows the student time to try adjustment on his or her own before assisting if required.</li> <li><input type="checkbox"/> Instructor checks the students' efforts and makes additional adjustments as required.</li> </ul>
	Lesson objectives introduced	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not identify lesson goals to participants.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor clearly states <b>WHAT</b> is going to be done in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor states lesson's goal at the beginning of the lesson and explains <b>WHY</b> this goal is important.</li> </ul>
	Effective explanation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Doesn't use key teaching points.</li> <li><input type="checkbox"/> Provides an overload of key points (more than 5).</li> <li><input type="checkbox"/> Key points (aids) are incorrect.</li> <li><input type="checkbox"/> Explanation of key points is confusing and Instructor does not clarify.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses 1–3 key teaching points to explain <b>HOW</b> the goal will be accomplished.</li> <li><input type="checkbox"/> Key points (aids) are consistent with discipline standards (technically correct).</li> <li><input type="checkbox"/> Instructor uses age appropriate language to explain key points.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor uses analogies and examples from participants' experiences to reinforce key learning points.</li> </ul>
	Safe and effective rider exercises	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor 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.</li> <li><input type="checkbox"/> Instructor moves to next progression before basic progression is completed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor provides specific exercises designed to improve balance and/or position during walk and/or trot.</li> <li><input type="checkbox"/> Instructor changes direction in time allowed, if time is greater than 20 minutes.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor is able to identify a root problem and provides exercises, which produce a clear improvement in rider's position.</li> <li><input type="checkbox"/> Instructor spends an equal amount of time in each direction, if time is greater than 20 minutes.</li> </ul>
	Instructor provides effective feedback	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback only identifies what to improve and not how to improve.</li> <li><input type="checkbox"/> More motivation than correction—riders are told "good job" instead of how to improve.</li> <li><input type="checkbox"/> Instructor speaks too quickly or quietly for riders to hear feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor checks for understanding.</li> <li><input type="checkbox"/> Feedback is positive, specific, and is communicated to the rider.</li> <li><input type="checkbox"/> Feedback provides enough information for participant to try to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is specific to learning style of participants.</li> <li><input type="checkbox"/> Feedback covers all three learning styles: verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners.</li> <li><input type="checkbox"/> Instructor's voice is clear and audible for entire lesson.</li> <li><input type="checkbox"/> Instructor starts to introduce the concept of "feel".</li> </ul>

	Instructor facilitates skill practice	<input type="checkbox"/> Riders are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for riders to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the rider to practice/master the skill.	<input type="checkbox"/> Instructor provides opportunities for riders to incorporate feedback. <input type="checkbox"/> Instructor provides opportunities for riders to practice new skills. <input type="checkbox"/> Progressions allow adequate time for rider to practice/master skill.	<input type="checkbox"/> Practice progressions are structured and sequenced to facilitate an improvement in the rider's performance. <input type="checkbox"/> Instructor is able to observe rider's body language for fatigue, fear etc.
	Reinforcement of rider's effort and performance	<input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	<input type="checkbox"/> Instructor speaks with a positive and constructive comment on the rider's performance.	<input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals.
	Use of two-way communication	<input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time..	<input type="checkbox"/> Instructor asks at least one question to each rider regarding their reaction/understanding of an activity.	<input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance.

### TASK D: STABLE MANAGEMENT

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Bandages</b>	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.
	Polo wrap	<input type="checkbox"/> Instructor 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"/> Instructor 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.

	Boots	<input type="checkbox"/> Boots are too large or small. <input type="checkbox"/> Boots are too loose—move freely on the horse's leg. <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. <input type="checkbox"/> Instructor is unable to respond to questions about why boots are used.	<input type="checkbox"/> Boots fit the horse. <input type="checkbox"/> Boots are correctly placed. <input type="checkbox"/> Boots are secure—do not move freely with leg motion.	<input type="checkbox"/> Instructor voluntarily explains why the specific boots are or are not appropriate for this horse and why.
General knowledge	Explains basics of tack care and the instructor's responsibility	<input type="checkbox"/> Cannot explain basic tack care and the instructor'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.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided.
	Explains signs of unsoundness and general signs of horse health and the instructor's responsibility	<input type="checkbox"/> Cannot explain the signs of unsoundness and the instructor's responsibility re unsoundness even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing.	<input type="checkbox"/> Can provide 1–3 points with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided.
	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 3–5 points with or without prompting. <input type="checkbox"/> The information is correct as per applicable training manuals.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide more information without prompting. <input type="checkbox"/> Extra correct information is provided.
	Explains basics of feeding and watering before/after a lesson and the instructor's responsibility	<input type="checkbox"/> Cannot explain feeding/watering basics and the instructor's responsibility re: feeding and watering 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.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided
	Explains EAP for injured horse and the instructor's responsibility	<input type="checkbox"/> Cannot explain EAP and the instructor'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.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide the information without prompting. <input type="checkbox"/> Extra correct information is provided.
	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.	All aspects of the minimum standard plus: <input type="checkbox"/> Extra correct information is provided.

## TASK E: UNMOUNTED LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Safe group management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants are allowed to wander out of Instructor's sight.</li> <li><input type="checkbox"/> Unsafe participant behaviour is left unchecked.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants are always within sight of Instructor.</li> <li><input type="checkbox"/> Unsafe participant behavior is corrected immediately (e.g., running, yelling).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor clearly outlines expected safe behaviours to prevent an unsafe environment at the beginning of the lesson.</li> <li><input type="checkbox"/> Instructor reviews safety rules/behaviors when in a stable and around horses.</li> </ul>
	Facility safety check	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor did not inspect facility as evidenced by unsafe factors in the environment.</li> <li><input type="checkbox"/> Instructor has chosen an inappropriate location for the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor did inspect facility as evidenced by safe environment.</li> <li><input type="checkbox"/> The location chosen is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor uses facility inspection as a teachable moment for participants.</li> </ul>
<b>Structure and Organization</b>	Instructor provides appropriate lesson plan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not have a plan.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor has a lesson plan that is appropriate for beginner riders.</li> <li><input type="checkbox"/> Plan identifies a clear lesson goal.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor has a detailed and structured lesson plan for beginner riders.</li> </ul>
	Lesson equipment ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is not ready when needed.</li> <li><input type="checkbox"/> Instructor has to disrupt lesson to set up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is available and quickly set up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is set up with lesson progressions in mind.</li> </ul>
	Activities match the lesson goals	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activities do not match lesson goals, e.g. Participants practice saddling in a grooming lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delivered activities match the lesson goals.</li> <li><input type="checkbox"/> Planning for activity progressions is evident, e.g. enough equipment is available for all to practice after demo.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor adjusts the exercises to best meet the lesson goal based on participants' reactions.</li> <li><input type="checkbox"/> If a change is required, instructor is able to explain why changes are made to the lesson plan.</li> </ul>
	Participants actively engaged	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants are standing and waiting for more than 50% of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants are engaged in activity more than 50% of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor engages participants by increasing or decreasing level and number of challenges.</li> <li><input type="checkbox"/> Instructor's creativity and variety engages participants as evidenced by their active participation for more than 75% of the lesson.</li> </ul>
	Optimal use of space and equipment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not use all of available space.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor uses available space to ensure there is enough room to safely perform activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor creatively maximizes available space.</li> </ul>

<b>Teaching Skills</b>	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 a suitable level and is appropriate for beginners.	<input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	<input type="checkbox"/> Instructor does not identify lesson goals to participants.	<input type="checkbox"/> Instructor clearly states lesson goals to participants.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains why the goal is important.
	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 5). <input type="checkbox"/> Key points are incorrect. <input type="checkbox"/> Explanation of key points is confusing and Instructor does not clarify.	<input type="checkbox"/> Uses 1–3 key points. <input type="checkbox"/> Key points are consistent with discipline standards. <input type="checkbox"/> Instructor uses age appropriate language to explain key points.	<input type="checkbox"/> Instructor uses analogies and examples from participants' experiences to reinforce key learning points.
	Effective demonstrations	<input type="checkbox"/> Instructor does not use/identify a demonstration. <input type="checkbox"/> Instructor is positioned so that participants cannot see.	<input type="checkbox"/> Instructor uses/identifies a demonstration. <input type="checkbox"/> Instructor is positioned such that participants can see.	<input type="checkbox"/> Demonstration is conducted such that all participants can clearly see and hear. <input type="checkbox"/> Demonstration is conducted at a rate that allows for all participants to clearly see and process the key teaching steps. <input type="checkbox"/> The instructor asks questions about the demonstration.
	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—participants are told “good job” instead of how to improve. <input type="checkbox"/> Instructor speaks too quickly or quietly for participants to hear feedback.	<input type="checkbox"/> Instructor ensures group can hear them and Instructor ensures they can hear group. <input type="checkbox"/> Instructor 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 participant to try to improve performance.	<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"/> Instructor's voice is clear and audible for entire lesson.
	Instructor facilitates skill practice	<input type="checkbox"/> Participants are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for participants to practice the goal of the lesson.	<input type="checkbox"/> Instructor provides opportunities for participants to incorporate feedback. <input type="checkbox"/> Instructor provides opportunities for participants to practice new skills. <input type="checkbox"/> Activities provide an opportunity for participants to practice lesson goal.	<input type="checkbox"/> Practice progressions are structured to facilitate an improvement in the participant's performance.
	Reinforcement of participant's effort and performance	<input type="checkbox"/> Instructor does not address each individual. <input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	<input type="checkbox"/> Instructor speaks to each individual with a positive and constructive comment on their performance.	<input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals and enable participant to take a greater ownership over learning objectives.
	Use of two-way communication	<input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time. <input type="checkbox"/> Instructor does not react to participant's response.	<input type="checkbox"/> Instructor asks at least one question regarding participants' reaction/understanding of an activity. <input type="checkbox"/> Instructor reacts to participant's response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	<input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance. <input type="checkbox"/> Instructor asks each rider a question and affirms/corrects/clarifies.



National  
Coaching  
Certification  
Program

# ***Equine Canada Instruction of Beginners Observation Kit— ENGLISH JUMP Rubrics***

**NCCP Certified Instructors of Beginners with Jump component will be able to:**

- 1. Plan a jumping lessons for beginner riders**
- 2. Teach a jump lessons to beginner riders.**
- 3. Analyze performance of beginner riders over fences.**

<b>TASK</b>	<b>Tool/Task</b>	<b>NCCP outcome being evaluated</b>
Task F (Optional Component)	<ul style="list-style-type: none"> <li>• Jump lesson</li> </ul>	Teach mounted lessons to beginner riders Analyze performance of beginner riders

NOTE: To receive a mark of (3) for “Exceptional quality”, the instructor candidate must have the elements listed under (2) “Minimum standards” PLUS what is listed in the “Exceptional” column



## TASK F: JUMP LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/rider equipment ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tack not checked.</li> <li><input type="checkbox"/> Tack checked but not adjusted if required.</li> <li><input type="checkbox"/> Riders not wearing helmets or footwear with proper heel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Riders are all wearing helmets and footwear with heels as defined by law and Equine Canada Beginner Rider framework.</li> <li><input type="checkbox"/> Ensures that girth and other equipment is correctly fitted and adjusts as necessary.</li> <li><input type="checkbox"/> Ensures that tack is in good repair.</li> <li><input type="checkbox"/> Stirrups are even and an appropriate length for the lesson topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor provides an explanation while checking and adjusting tack to help the student be more independent next time.</li> </ul>
	Safe group management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rider proximity is unsafe and is not corrected by the instructor. Fast moving horse is always placed last in the line.</li> <li><input type="checkbox"/> Slow horse is at front of the group affecting the progress of others.</li> <li><input type="checkbox"/> Instructor does not have control of the environment (riders, horses, spectators, etc.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All riders are going in the same direction.</li> <li><input type="checkbox"/> Horses are at least one horse length apart.</li> <li><input type="checkbox"/> Slow horse is moved to the back of the group as required.</li> <li><input type="checkbox"/> Front horse is rotated as required.</li> <li><input type="checkbox"/> Instructor maintains control of environment (riders, horses, spectators, etc.). e.g. Only one rider to jump at a time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor places himself/herself so that he/she can see all participants at all times, e.g. Beside the jump</li> <li><input type="checkbox"/> Instructor quickly and easily adapts to changing conditions in the group, e.g. changes the plan to deal with an anxious rider.</li> </ul>
	*** Appropriate horse/pony	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor can explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor 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 lesson horse for a beginner.</li> </ul>
	*** Risk management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor leaves doors/gates open and ignores potential hazards.</li> <li><input type="checkbox"/> Instructor does not recognize potential risks when there are dangerous factors in the environment which should have been addressed, e.g. jump cups are left on standards without poles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor ensures that all doors/gates are shut and that all equipment/area is safe. E.g. jump cups removed when not in use.</li> <li><input type="checkbox"/> Instructor can identify adjustments to lesson after a dangerous situation has become evident, e.g. distances between poles etc. not appropriate for the horse.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor quickly adapts to a situation that emerges during lesson (e.g. adjusts distances automatically as problems arise.).</li> </ul>

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

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Structure &amp; Organization</b>	Instructor provides appropriate plan	<input type="checkbox"/> Instructor does not have a plan.	<input type="checkbox"/> Instructor has a lesson plan that is appropriate for beginner riders. <input type="checkbox"/> Plan identifies a clear lesson goal.	<input type="checkbox"/> Instructor has a detailed and structured lesson plan for beginner riders which includes all the elements outlined in Section A of English Rubric.
	***Lesson equipment ready	<input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Instructor 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.
	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 i.e. too short/long.	<input type="checkbox"/> Lesson is organized into main segments including 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. <input type="checkbox"/> Activities within the main part are sequenced to enhance learning.
	Exercises match the lesson goals	<input type="checkbox"/> Activities do not match lesson goals. <input type="checkbox"/> Activities are too complex to achieve lesson goals (i.e., use an opening rein to help correct your horse's left drift)	<input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for activity progressions is evident.	<input type="checkbox"/> Instructor adjusts the exercises to best meet the lesson goal based on participants' and horses' reactions. <input type="checkbox"/> If a change is required (content or timeline) instructor is able to explain why changes are made to the lesson plan.
	Riders actively engaged	<input type="checkbox"/> Participants are standing and waiting for more than 50% of the lesson.	<input type="checkbox"/> Riders are engaged in activity more than 50% of the time.	<input type="checkbox"/> Instructor engages participants by increasing or decreasing number and or level of challenges. <input type="checkbox"/> Instructor's creativity and variety engages participants as evidenced by their active participation (either riding or participating in "teachable moments" dialogue) for more than 75% of the lesson.
	Optimal use of space & equipment	Instructor does not use all of available space and is unable to explain why.	<input type="checkbox"/> Instructor uses available space to ensure horses are spaced out and that there is enough room to safely perform activities. <input type="checkbox"/> Other riders are positioned to be able to see each rider jump	<input type="checkbox"/> Instructor creatively maximizes available space.

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	The content is appropriate for beginners	<input type="checkbox"/> The content is above/below the level and/or not appropriate for beginners.	<input type="checkbox"/> The content is at a suitable level and is appropriate for beginners.	<input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	<input type="checkbox"/> Instructor does not identify lesson goals to participants.	<input type="checkbox"/> Instructor clearly states <b>WHAT</b> is going to be done in the lesson.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains <b>WHY</b> this goal is important.
	Effective explanation	<input type="checkbox"/> Doesn't use key teaching points (aids). <input type="checkbox"/> Provides an overload of key points (more than 5). <input type="checkbox"/> Key points (aids) are incorrect <input type="checkbox"/> Explanation of key points is confusing and Instructor does not clarify. <input type="checkbox"/> Instructor does not use discipline specific language.	<input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> the goal will be accomplished. <input type="checkbox"/> Key points (aids) are correct within discipline standards (technically correct). <input type="checkbox"/> Instructor uses age appropriate language to explain key points. <input type="checkbox"/> Instructor uses discipline specific language.	<input type="checkbox"/> Instructor uses analogies and examples from participant's experiences to reinforce key learning points. <input type="checkbox"/> Instructor uses discipline specific language and ensures that the participants understand.
	Instructor uses effective demonstrations	<input type="checkbox"/> Instructor does not provide any demonstrations. <input type="checkbox"/> Demonstration does not match teaching goal. <input type="checkbox"/> Demonstration does not describe what the instructor intends, i.e. shows the correct exercise or demonstrates a common error. <input type="checkbox"/> Students can not see or hear the demonstration.	<input type="checkbox"/> Instructor uses demonstrations that can be seen/heard by entire group. <input type="checkbox"/> Demonstration correctly matches the goal of the lesson. <input type="checkbox"/> Demonstration matches the instructor's explanation, i.e. the correct exercise or a common error.	<input type="checkbox"/> Instructor organizes group so participants are in an optimal position to see and hear demonstrations. <input type="checkbox"/> Key teaching points clearly match the demonstration provided.
	Instructor provides effective feedback to riders	<input type="checkbox"/> Feedback only identifies <b>what</b> to improve and not <b>how</b> to improve. <input type="checkbox"/> More motivation than correction—riders are told "good job" instead of how to improve. <input type="checkbox"/> Instructor speaks too quickly or quietly for riders to hear feedback. <input type="checkbox"/> Instructor does not affirm or correct participant's response.	<input type="checkbox"/> Instructor ensures participants can hear him/her and Instructor ensures he/she can hear participants. <input type="checkbox"/> Instructor 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 participant to try to improve performance. <input type="checkbox"/> Instructor affirms or corrects participant's response.	<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"/> Instructor's voice is clear and audible for entire lesson. <input type="checkbox"/> Feedback promotes analysis by the participant.
	Instructor facilitates skill practice	<input type="checkbox"/> Riders are not given an opportunity to practice after feedback is given. <input type="checkbox"/> Activities do not provide an opportunity for riders to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the rider to practise/master the skill.	<input type="checkbox"/> Instructor provides opportunities for riders to incorporate feedback. <input type="checkbox"/> Instructor provides opportunities for riders to practice new skills. <input type="checkbox"/> Activities provide an opportunity for riders to practice skills, which lead to accomplishment of lesson goal. <input type="checkbox"/> Sufficient time is allowed for the participant to practice/master skill of each progression.	<input type="checkbox"/> Instructor alters/amends progressions to meet the needs of the participants.
	Reinforcement of rider's effort and performance	<input type="checkbox"/> Instructor does not address each individual. <input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	<input type="checkbox"/> Instructor speaks to each individual with a positive and constructive comment on his/her performance.	<input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals.

	Use of two-way communication	<input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time. <input type="checkbox"/> Instructor does not react to participant's response.	<input type="checkbox"/> Instructor asks at least one question regarding participants' reaction/understanding of an activity. <input type="checkbox"/> Instructor reacts to participant's response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	<input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance. <input type="checkbox"/> Instructor asks each rider a question and affirms/corrects/clarifies.
<b>Professional conduct</b>	Appropriate Instructor 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 when riding.	<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 if riding.	<input type="checkbox"/> Instructor is professionally and neatly turned out.
	Professional communication	<input type="checkbox"/> Instructor speaks ill of another instructor, client and/or facility during lesson. <input type="checkbox"/> Instructor uses profanities, insults, or discriminatory language. <input type="checkbox"/> Instructor's body language and facial expressions are negative. <input type="checkbox"/> Instructor speaks above/below the level of the group.	<input type="checkbox"/> Instructor uses age appropriate language and mannerisms. <input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities or insults.	<input type="checkbox"/> Instructor connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity.
	***Positive outlook	<input type="checkbox"/> Instructor's comments are negative. <input type="checkbox"/> Instructor dwells on what is wrong and does not address anything that is being performed well.	<input type="checkbox"/> Instructor's comments are positive and constructive. <input type="checkbox"/> Instructor reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Instructor's facial expressions and body language are positive and open. <input type="checkbox"/> Promotes and models a positive image of the sport.	<input type="checkbox"/> Instructor's behaviour, language, and attitude inspire participants. <input type="checkbox"/> Instructor's positive behaviour facilitates a constructive learning environment and creates an atmosphere of fun.
	***Respects participants needs/thoughts	<input type="checkbox"/> Instructor is late and/or unprepared. <input type="checkbox"/> Instructor ignores one or more participants. <input type="checkbox"/> Instructor's behaviour does not illustrate an understanding of expressed participant's fears and anxieties.	<input type="checkbox"/> Instructor arrives on time and is prepared for the lesson. <input type="checkbox"/> Instructor listens to participants' ideas and concerns. <input type="checkbox"/> Instructor's behaviour illustrates an attempt to understand and overcome anxieties and fears of participants.	<input type="checkbox"/> Instructor arrives early enough to set up, review lesson and greet each participant as he/she arrives. <input type="checkbox"/> Instructor is able to channel participants' thoughts and concerns into improved performance.
	**Communicates /reinforces expectations of participants.	<input type="checkbox"/> Instructor does not identify expectations for participant behaviours. <input type="checkbox"/> Instructor does not reinforce expected behaviours of participants as required.	<input type="checkbox"/> Instructor identifies appropriate expectations for participant behaviour and reinforces as required.	<input type="checkbox"/> Instructor reinforces positive behaviors as well as correcting inappropriate behaviors.

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

**TASK F: OBSERVATION—JUMP LESSON (continued)**  
**Analyze performance of a beginner jumper.**

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Detects Skill Errors (candidate is able to detect errors)</b>	Effective observation of performance	<input type="checkbox"/> Instructor does not pay attention to skill executions. <input type="checkbox"/> Instructor does not move around lesson environment to observe skills.	<input type="checkbox"/> Instructor moves around lesson environment to observe most of the skill development.	<input type="checkbox"/> Instructor moves around lesson to observe all skill development and riders from the most optimal vantage points.
	Appropriate errors identified	<input type="checkbox"/> No errors are detected. <input type="checkbox"/> Errors identified are not root problems or are not consistent with the rider's level e.g. "you need to see your spot"	<input type="checkbox"/> Errors identified are consistent with Instructing Beginners guidelines. <input type="checkbox"/> Instructor is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the Instructing Beginners guidelines, e.g. deeper heel.	<input type="checkbox"/> Identified errors with the most direct impact on performance of the skill as per the lesson goals and the Instructing Beginners guidelines, e.g. keeping the rhythm will help get a more balanced take-off
	***Identifies potential causes of error	<input type="checkbox"/> Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted.	<input type="checkbox"/> Instructor is able to reflect on and respond to some potential causes of skills error and communicates this to the participant when prompted,** e.g. "Your horse is running out because your left rein is shorter and he is not straight to the fence"	<input type="checkbox"/> Instructor is able to reflect on all potential causes of skill errors as relevant for beginners. <input type="checkbox"/> Instructor helps participants detect errors and understand how performance is impacted e.g. "Why do you think your horse stopped?"
	***Appropriate explanation of error	<input type="checkbox"/> Instructor is unable to explain how the error relates to performance when prompted. <input type="checkbox"/> Explanation is incorrect as per Instructing Beginners guidelines when prompted e.g. "If you go faster, he'll take off closer"	<input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance when prompted, ** e.g. If you pull on the reins, your horse will stop.	<input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance without prompting. <input type="checkbox"/> Able to explain <b>WHY</b> this is important, e.g. "If your horse is slowing down on the final approach to the fence, he wont have the energy required to get over the obstacle.
<b>Prescribes Corrections (candidate provides corrections)</b>	Appropriate correction applied	<input type="checkbox"/> Instructor does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed, e.g. improve your falling behind by throwing your hands forward.	<input type="checkbox"/> The correction will have some impact on the performance of the skill as per the Instructing Beginner Guidelines/Rider Manuals etc. "maintain a steady rhythm on the approach".	<input type="checkbox"/> Correction will have the most impact on the performance of the skill as per the lesson goals, i.e." picture the horse rearing up and closing the angle between your upper body and his neck"
	Communicates prescriptive skill correction	<input type="checkbox"/> Instructor does not identify/use adequate demonstrations to model correct skill performance. <input type="checkbox"/> Skill corrections are vague and too general, e.g. "eyes", "shoulders". <input type="checkbox"/> Skill corrections focus on <b>WHAT</b> to improve rather than identifying specific strategies for <b>HOW</b> to improve the skill performance, e.g. "Your eyes are down".	<input type="checkbox"/> Correction clearly emphasizes both <b>WHAT</b> to improve and <b>HOW</b> to improve, e.g." you are leaning too far forward, Push your upper body away from the horses neck. Instructor uses/identifies adequate demonstrations to model correct skill performance. <input type="checkbox"/> Instructor uses own body language to demonstrate.	<input type="checkbox"/> Instructor explains <b>WHY</b> the correction will have a beneficial effect on performance while identifying <b>HOW</b> to improve, e.g. "If you use your eyes, your body will be able to more automatically adjust to make corrections". <input type="checkbox"/> Instructor uses specific external cues, i.e., "keep your eyes on the orange pylon at the end of the line". <input type="checkbox"/> Instructor helps athletes increase awareness of basic corrections by asking open-ended questions e.g. Where are your hands over the jump? <input type="checkbox"/> Instructor is able to rephrase corrections to achieve the desired result.

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



**ONTARIO  
EQUESTRIAN  
FEDERATION**

**Instructor of Beginner  
Evaluation  
Candidate Intent to Decline Training  
Acknowledgement Form**

I, \_\_\_\_\_ hereby acknowledge that I will attend the evaluation for Instructor of Beginner certification as indicated below having not participated in the training course/opportunities made available by Equine Canada and the Ontario Equestrian Federation. I understand that I am responsible for my own preparation and will not hold Equine Canada, the Ontario Equestrian Federation, or the Evaluator(s) responsible for the overall results of my evaluation.

I understand that should I not be successful in any or all modules of the evaluation, it may be recommended that I participate in training opportunities before attempting the evaluation again which I will take into consideration.

By signing this form, I acknowledge that training was strongly recommended to me but feel that I have sufficient equine experience that I will be able to achieve the minimum standards established for this evaluation.

Evaluation date \_\_\_\_\_

Evaluation location \_\_\_\_\_

Candidate Name \_\_\_\_\_

Training options declined (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> EC/NCCP EQUESTRIAN THEORY WORKSHOP  | <input type="checkbox"/> MENTOR PROGRAM                      |
| <input type="checkbox"/> EC/NCCP EQUESTRIAN SPECIFIC TRAINING WORKSHOP                                 | <input type="checkbox"/> ANALYZE PERFORMANCE - 1DAY WORKSHOP |
| <input type="checkbox"/> EC/NCCP COMPETITION COACH SPECIALIST TRAINING WORKSHOPS – DISCIPLINE SPECIFIC |  |
| <input type="checkbox"/> OEF SPONSORED INSTRUCTOR WORKSHOPS AND TRAINING                               |  |

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian (if under 18 yrs)

\_\_\_\_\_  
Date

**Return completed form to:**  
Ontario Equestrian Federation  
1 West Pearce Street, Suite 201  
Richmond Hill, Ontario L4B 3K3  
Telephone: 905-709-6545 Toll-free 1-877-441-7112 Fax: 1-877-615-7344