

Instruction of Beginners



English

Mentor's Manual



National
Coaching
Certification
Program

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**NCCP/EQUINE CANADA (EC) INSTRUCTION OF BEGINNERS
INSTRUCTOR/COACH PATHWAY—TRAINING TO EVALUATION**

TRAINING

Principals of training are based on the outcomes required in Evaluation and are specific to NCCP Outcomes.

Training may be offered in a multi-discipline environment.

Candidates may choose the appropriate training options to receive a “**Trained**” status in the five modules offered.

- ❖ Mentoring with EC accredited mentor (1 on 1: minimum 10 hours).
- ❖ Teaching & Learning training can be obtained by attending an Equine Canada NCCP Equestrian Theory course or Multi-Sport module.
- ❖ Planning a Lesson training can be obtained by attending an Equine Canada NCCP Equestrian Theory course or Multi-Sport module.
- ❖ Make Ethical Decisions (MED) training can be obtained by attending an Equine Canada NCCP Equestrian Theory course or Multi-Sport module.
- ❖ Analyze Performance (4 hours, additional time may be required if accessing off-site facility) delivered in an Equine Canada NCCP Equestrian Theory course.

****Multi-Sport Courses are offered by Provincial/Territorial Coaching Associations*

Prerequisites & Pre-Tasks

1. Candidate must be at least 16 years of age as of January 1st of the current year.
2. Hold an Equine Canada Sport License or a Jr. or Sr. Associate Sport License and Provincial membership in good standing.
3. Successfully completed the required level in the EC English Learn to Ride Program.
4. Complete a First Aid course (min. 8 hrs).
5. Criminal Record search (including vulnerable sectors).

Entry Point for Instructor/Coach Candidate

Candidate registers with PSO for the Instruction of Beginners context.

EVALUATION

Evaluation occurs in a discipline specific environment by an accredited EC Inst. Beg. Evaluator.

- Four NCCP Outcomes will be considered for evaluation:
1. Plan a practice (lesson)
 2. Support athletes in training
 3. Analyze performance
 4. Make ethical decisions

ACCEPT CODE OF CONDUCT

Signing of the Equine Canada Code of Conduct and Ethics.

NCCP/EC CERTIFIED

- “Certified” status is discipline specific.
- Professional development required to maintain certified status.

INTRODUCTION

This package describes the evaluation, certification process and the role of the mentor in the ***English Instruction of Beginners*** context. It has been developed based on the NCCP Competency Matrix as prepared by the Coaching Association of Canada and Equine Canada. It is intended to be a transparent, fair, equitable, and standardized system for evaluating instructors. The evaluation criterion and rubrics are available to every candidate and/or individual who is interested in the process.

The instructor of beginners will teach basic equestrian skills to participants of all ages with little or no sport experience. To become certified in this context, the candidate must prove that he/she is capable of performing certain instructing tasks that have been identified as important in the Instruction of Beginners context.

Most candidates will have completed the Instruction of Beginners workshop and will have received training that supports the evaluation process. Participants in the Instruction of Beginners workshop will receive a copy of the evaluation package.

Candidates participating in this evaluation may be new to equestrian instruction and in the process of developing their skills. Candidates may also be experienced instructors of beginners who wish to be certified in this context. Candidates who have considerable teaching experience in the sport of Equestrian—English, may choose to move directly to the evaluation process. A copy of the evaluation package for these candidates is available through your provincial sport organization (PSO).

There are several steps in the evaluation and certification process. Each step is linked directly to a coaching outcome. Each outcome includes several criteria, and these must be fulfilled to the minimum standard (as described in the evaluation rubric) to meet certification requirements. Candidate performance will be evaluated in and out of the arena by accredited Equine Canada evaluators. All outcomes must be successfully completed before certification is granted.

THE ROLE OF THE MENTOR

The role of a mentor in the certification process is crucial to this candidate's success. The mentoring concept was brought into the English Coaching Program several years ago and in fact has been put forward as a desirable concept by the Coaching Association of Canada for all sports.

The word 'mentor' is generally defined as a wise, loyal advisor, a teacher, and a coach. Mentors have the power to shape character, mould lives; not only of their own students, but also of others who also teach. It is not an easy task for those who decide to live up to the name of mentor. The CAC mentorship program states: "the role of a mentor is to provide experiences and reflection opportunities that complement coaching training and certification". Therefore, the mentor's role is to prepare the candidate by acting as his/her role model and advising him/her in all areas of knowledge and conduct so he/she may become a role model for the sport. A mentor is expected to allow the candidate to observe lessons, promote discussion and obtain feedback from the candidate. The candidate will also complete lesson plans and in turn, teach in the presence of the mentor so the candidate can be provided critiques and suggestions for his/her improvement.

The mentor is required to sign a mentor contract and sign off on each skill. It is therefore imperative that the mentor has a clear understanding of the required skills and the standard expected for certification. By signing this document, the mentor is declaring that he/she has mentored and guided the candidate and that in his/her opinion the candidate is ready to proceed to the evaluation.

OVERVIEW

NCCP Certified Instructors of Beginners will be able to:

- 1. Plan lessons for beginner riders.**
- 2. Support athletes in training by teaching lessons to beginner riders (in the ring and unmounted) and demonstrating basic stable management.**
- 3. Analyze performance of beginner riders.**
- 4. Make ethical decisions**

NCCP Outcome	Equine Canada Criteria	How Evaluated
Plan a lesson	<ul style="list-style-type: none"> <input type="checkbox"/> Organize a series of activities into a structured lesson plan that enhances learning of one or more beginner rider skills. <input type="checkbox"/> Instructor designs an Emergency Action Plan (EAP) for the facility where the lesson will be taught. 	Instructor is evaluated on Task A: submission of a lesson plan and EAP.
Support athletes in training	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure lesson environments are safe. <input type="checkbox"/> Teach an appropriately structured and organized mounted lesson. <input type="checkbox"/> Teach an appropriately structured and organized unmounted lesson. <input type="checkbox"/> Teach an appropriate and safe lunging lesson. <input type="checkbox"/> Demonstrate teaching behaviours that promote learning. <input type="checkbox"/> Model professional conduct while teaching a lesson. <input type="checkbox"/> Demonstrate basic stable management. 	<p>Instructor is evaluated on Task B: Teach a mounted lesson.</p> <p>Instructor is evaluated on Task C: Teach a lesson on the lunge line.</p> <p>Instructor is evaluated on Task D: Demonstrate basic stable management.</p> <p>Instructor is evaluated on Task E: Teach an unmounted lesson.</p>
Analyze performance	<ul style="list-style-type: none"> <input type="checkbox"/> Detect errors in beginner rider skills. <input type="checkbox"/> Correct errors for beginner rider skills. 	Instructor is evaluated on Task B: Teach a mounted lesson, Task C: Lunge lesson, Task E: Unmounted lesson
<i>Make Ethical Decisions</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply the NCCP <i>Make Ethical Decisions</i> process in instructor beginner scenarios. 	On-line NCCP generic evaluation process

PURPOSE OF THE EVALUATION

The evaluation process provides the candidate an opportunity to demonstrate competency in the tasks provided in the evaluation tool and reviewed at the workshop(s). The candidate's competency will be evaluated against the standards outlined in the evaluation rubric. As part of the evaluation process, feedback will be provided to each candidate in a formal debriefing session. The areas in which more practice/training is required will be clearly outlined to each candidate in the debriefing session. An action plan for further training to enhance performance and/or a plan for the future will be discussed. Candidates are being evaluated, not assessed. Please see Appendix A for an explanation of the difference.

ASSUMPTIONS FOR CERTIFICATION AND EVALUATION IN THE NCCP

- The four outcomes adopted by Equine Canada for this context form the fundamental reference for the development of an evaluation system to certify Equestrian Instructors of Beginners.
- Certification should confirm that the instructor is capable of doing certain things deemed important in his or her context.
- Certification should promote favorable instructing behaviours that have a positive impact on athlete development.
- Certification is not about recognizing “the perfect instructor”. It is about acknowledging that an instructor has demonstrated competence in the minimum standards identified within the NCCP.
- It is possible to recognize and respect individual instructing styles while validating the presence of critical competences.
- Adequate training or relevant experience should occur before evaluation.
- NCCP training activities should prepare instructors adequately to meet the standards for certification.
- Evidence demonstrated during the evaluation may not reflect all of the elements or objectives identified during training activities.

CERTIFICATION REQUIREMENTS

Tasks	NCCP Outcome
(TASK A) Plan a lesson for the beginner rider & EAP	Plan a lesson and EAP
(TASK B) Teach a mounted lesson to beginner riders	Support to athletes in training Analyze Performance
(TASK B) Analyze performance of beginner riders	Analyze performance
(TASK C) Teach a lesson on the lunge	Support to athletes in training Analyze Performance
(TASK D) Demonstrate general stable management	Support to athletes in training
(TASK E) Teach an unmounted lesson to beginners	Support to athletes in training Analyze Performance

To become certified, a candidate must meet the minimum standards for each task, as described in the evaluation rubric. If a candidate does not meet the minimum standard for a particular outcome, he or she may be re-evaluated. The action plan will clearly outline when re-evaluation is recommended and what additional training may be required/recommended for the candidate. When the candidate has met all the minimum standards and successfully completed the NCCP *Make Ethical Decisions* (MED) on-line evaluation (<http://nccpeval.coach.ca/production/med/e/default.asp>), he or she will be a certified English Instructor of Beginners.

TIMING OF EVALUATION

It is recommended that candidates allow approximately seven to eight weeks between the completion of the workshop and the evaluation. During this time the candidate is expected to be actively teaching with the assistance and supervision of a mentor. The exception is the *Make Ethical Decisions* (MED) on-line evaluation located at: (<http://nccpeval.coach.ca/production/med/e/default.asp>).

Evaluations will be scheduled based on the availability of evaluators and venues. Candidates may arrange to be evaluated at their home stable. The provincial sports organization (PSO) will regulate the cost of the evaluation as per Equine Canada's national fee structure for the Instructor context.

THE IMPORTANCE OF THE MENTOR

Mentoring is an important component of the Equine Canada Coaching Program. Mentors are EC-certified coaches/instructors whose role is to prepare the coach/instructor candidate by acting as a role model and providing advice in all areas of knowledge and conduct.

The Mentor will allow the candidate to observe lessons and will provide opportunities for discussion. In addition, the candidate will complete lesson plans and teach in the presence of the Mentor. The Mentor will provide the candidate with critiques and suggestions for improvement, in order to prepare him/her for the evaluation process. The goal of the Mentor Program is to provide candidates with the opportunity to learn from experienced professionals. By completing and signing the Mentor Contract and Task Sheet (Appendix B), the Mentor is declaring that the candidate has been successfully mentored and is now prepared to successfully attend the Evaluation.

PROCEDURES DURING THE EVALUATION

DEMO RIDERS/HORSES

The Coaching Association of Canada requires demo riders to be at the level at which the candidate is being evaluated, i.e. beginners. The teaching topics in this context require that the students (groups of three) be proficient enough to be off the lunge line. This means that the demo riders are able to maintain control of a good, quiet school horse/pony at the walk and trot. If a candidate is required to teach a topic at canter then demo riders must be provided who can canter off the lunge line confidently on safe, quiet horses. It is the responsibility of the evaluator to contact the facility directly to discuss the horses and demo riders and to be satisfied that the appropriate riders and horses are available. If, at the time of the evaluation, the evaluator deems the horses and/or riders unsuitable, he/she must step in and make the appropriate changes, for example, arranging for extra demo riders in advance would allow for substitution. The candidates themselves may be used for the evaluation if necessary, however this is strongly discouraged.

SCORING PROCEDURE

Each **EVIDENCE OF ACHIEVEMENT** must be scored from 1–3.

1—Evidence is incorrect or missing.

2—Minimum standard observed as described in the outcome rubrics.

3—Exceptional quality and attention to detail is observed as described in the outcome rubrics.

Although the scoring scale is 1–3, an AUTOMATIC SCORE OF “0” will be awarded in any of the following circumstances. A score of “0” MEANS RE-EVALUATION is required for that section.

1. SAFETY—Endangering the health of the equine and/or human athlete or any other person regardless of whether the behaviour was accidental or intentional.
2. HARASSMENT OR ABUSE—Demonstrating harassing or abusive behaviour towards any equine/human athlete or any other person.
3. DISREGARD FOR FAIR PLAY—Violating Equine Canada’s rules/and or Equine Canada’s Code of Ethics/Conduct.
4. LOSS OF CONTROL OF ATHLETE GROUP—Athletes clearly not responding to directions of the instructor and/or displaying unsafe, abusive, and/or harassing behaviour.
5. DEMONSTRATION OF DISRESPECT FOR HUMAN/EQUINE ATHLETES, PEERS, VOLUNTEERS, AND/OR EQUIPMENT—Violation of the Coaching Association of Canada Code of Ethics/Conduct and/or Equine Canada Code of Ethics.

N.B.: No allowances are made for any of the infractions noted above.

EVALUATION TOOL

Each candidate will receive a copy of the completed evaluation tool at the end of the evaluation day or within two weeks.

Candidate Information. This sheet will be completed by the Provincial Coaching Department in advance of the evaluation. The candidates are given their lesson topic six to eight weeks prior to the evaluation in order to have time to complete a lesson plan and an Emergency Action Plan (EAP). The Provincial Coaching Department sends the completed lesson plan and EAP to the

evaluator three-four weeks before the evaluation. The candidate will then provide a new lesson plan for the topic assigned for the evaluation and an EAP, which is applicable to the evaluation venue.

TASK A—lesson plan and EAP. The evaluator will complete the evaluation of the EAP and the lesson plan prior to the evaluation day.

TASKS B, C, D and E—will be completed by the evaluator on the evaluation day.

Action Plan—Evaluation debrief and action planning. This section will be completed at the end of the evaluation.

OBSERVATION TOOL—RUBRICS

Three outcomes are evaluated over the course of six tasks in the Instruction of Beginners evaluation.

1. Plan a lesson and EAP for beginner riders.
2. Teach lessons to beginner riders
 - a. Mounted in a group
 - b. On the lunge
 - c. Unmounted
3. Analyze performance of beginner riders – Evidences to be gathered from all lessons

Evidences for each task (except *Make Ethical Decisions*) are listed in the rubric in Appendix E with clear descriptions of the performance required by the candidate at the required standard, below the required standard, or above the required standard.

1. *Make Ethical Decisions* (see next section)
2. Lesson plan and EAP (Task A)
3. Mounted Lesson (Task B)
4. Lunging Technique and Lesson on the Lunge (Task C)
5. Stable management (Task D)
6. Unmounted Lesson (Task E)

MAKE ETHICAL DECISIONS

Evaluation of *Make Ethical Decisions* will be completed on-line (<http://nccpeval.coach.ca/production/med/e/default.asp>), using a NCCP multi-sport format and may be done at any time following the completion of the training workshop.

- Results of this evaluation are automatically forwarded to the NCCP database.
- Successful evaluation in this outcome is required for the Instruction of Beginner certification status.

TASKS TO BE EVALUATED

The candidates will have a copy of this rubric in advance to assist them in preparing for the evaluation.

TASK A—PLAN A LESSON AND DEVELOP AN EMERGENCY ACTION PLAN (EAP)

Evidence: Plan a lesson for beginner riders and develop an EAP.

A lesson plan and an Emergency Action Plan (EAP) will be evaluated before the formal evaluation day.

The candidate shall submit a:

- Structured lesson plan (Appendix C)
- Emergency Action Plan (Appendix D)

TASK B—MOUNTED LESSON

Evidence: Teach a mounted lesson to beginner riders.

Demonstrate professional conduct.

Analyze performance.

Mounted lesson topics: The following topics are presently accepted for this context (Instruction of Beginners). Since this list is provided to the candidates, only topics from this list should be assigned.

Introduce and practice:

- the trot
- the posting trot
- the canter
- a circle
- a turn
- changing the rein
- exercises to practice eye control
- exercises at the walk to teach steering and control
- identifying the correct canter lead and how to correct the lead
- changing the leading file
- 3-point position at walk & trot
- 2-point position at walk & trot

Use of games or props is encouraged, where appropriate.

A lesson plan must be submitted on the day of the evaluation for the mounted topic assigned if it is different than the one submitted prior to the evaluation. Although the plan will be based on a one-hour lesson the candidates should assume that the horses and riders are warmed up and should deal directly with their assigned topic.

The task is to teach a group lesson. The candidate will be evaluated in the following areas:

Safety

- Tack/equipment check
- Safe group management
- Horse/pony analysis
- Risk management

Structure and organization

- Lesson plan (specific to the exam topic)
- Clear lesson segments
- Appropriate exercises with progressions
- Rider involvement
- Use of space

Teaching skills

- Content
- Introduction
- Explanation
- Demonstration
- Use of feedback
- Skill practice
- Reinforcement
- Communication

Professional conduct

- The examiner is to consider the professional appearance of the candidate. Their manner of presentation, maturity and attitude, his/her ability to establish rapport with the students, and decision-making skills throughout the assessment are important.

Ability to analyze and correct performance

- Effective observation
- Error identification
- Identification of cause(s)
- Appropriate explanation
- Appropriate correction
- Communication

TASK C—LUNGING TECHNIQUE AND BEGINNER LESSON ON THE LUNGE

Evidence: The candidate will warm up a quiet school horse and give a lesson to a beginner.

The candidate will be evaluated in the following three areas:

- Safety
- Lunging technique
- Lunge lesson
- Analyze Performance

SAFETY—The candidate must demonstrate the correct fitting of the tack and equipment. Candidates must be able to assess the suitability of the horse for use with a beginner rider. The candidate must use side reins in the warm-up phase to demonstrate understanding of how side reins are fitted correctly.

LUNGING TECHNIQUE—The candidate will lunge a school horse without a rider to warm the horse up and then will mount the rider. The candidate is assessed on his/her safety technique, management of the whip and lunge line, effective control of the horse and management of the side reins. Lunging with a cavesson, well-fitting halter, Barnham, or noseband method are all acceptable.

TEACHING SKILLS—Once the rider is mounted, the candidate will identify basic equitation flaws if possible and determine what exercises could be used on the lunge to help the rider. If the candidate does not identify a root problem, then the rider must be provided with basic exercises to improve balance, strength, etc. Side reins are optional when the rider is mounted unless the lesson proceeds to trot and/or canter. At this point, the side reins are required. If the side reins are not used they must be secured in such a way that no loops are hanging in front of the saddle causing a safety hazard.

TASK D—STABLE MANAGEMENT

Evidence: The candidate shall demonstrate basic stable management.

The candidate will be evaluated in the following areas:

- **Bandages**: stable, polo/exercise wrap, and the application of protective boots.
- **Tack**: The responsibility of the instructor regarding the care of tack, fitting, safe maintenance of tack, etc.
- **Unsoundness**: The responsibility of the instructor regarding scenarios that would occur in a lesson—coughs, tying up etc.
- **Conformation** and characteristics of a good school horse.
- **Feeding**: The responsibility of the instructor regarding basic rules of feeding and feeding in relation to the riding lesson—a very hot horse vs. lazy horse.
- **First aid**: The responsibility of the instructor regarding the contents and uses of a first aid kit and the treatment of lameness or injury to a school horse.
- **Written test**: Test to include practical questions directly applicable to the Instructing Beginners context.

TASK E—UNMOUNTED LESSON

Evidence: The candidate shall teach an unmounted lesson to beginner riders.

Candidates are to present their lesson topics as if instructing a group of students. The candidate will be evaluated in the following areas:

- Safety
- Structure and organization
- Teaching skills
- Analyze Performance

Unmounted lesson topics: The following topics are accepted for this context (Instruction of Beginners). Since this list will be provided to the candidates, only topics from this list should be assigned.

- Fitting of helmets and safe riding attire
- Grooming procedure
- Tack cleaning
- Proper leading and turning of the horse
- Bridling—proper fitting and technique
- Saddling—proper technique and fitting, including girth, breastplate, and martingale
- Fire Safety—procedure
- Fire Safety—general
- Foot care
- Tying a horse properly in the stall
- Blanketing and unblanketing a horse
- Fitting martingales

APPENDICES

APPENDIX A

Mentorship vs. Evaluation

Mentorship is a step in the learning process whereby the learner is informed of his or her performance or progress towards the achievement of a given outcome. It is a formative process, which provides information and feedback on instructing performance at a given time. It is context-specific, i.e. Instruction of Beginners. Assessment may be objective or subjective.

Evaluation is the process whereby a judgment is made on the ability of the candidate to demonstrate one or more outcomes to an established standard. It is a summative process, which is cumulative and may require several assessment methods. Evaluation is objective and provides a benchmark.

A Mentor:

- Provides feedback and information to candidates based on outcomes and criteria;
- Uses valid and objective assessment tools to gather information on candidate performance for a given outcome; and
- Makes recommendations to improve candidate performance.

An Evaluator:

- Passes a judgment on instructing competency in a specific context based on outcomes and criteria that have a defined standard (rubric);
- Uses valid and objective evaluation tools that define performance for a given outcome and criterion (rubric);
- Has been identified by Equine Canada and the PSO to conduct an evaluation of a candidate and has not been involved in the training of the candidate; and
- Grants certification.

APPENDIX B

National
Coaching
Certification
Program

EQUINE CANADA ENGLISH INSTRUCTOR OF BEGINNER PROGRAM
MENTOR REFERENCE FORM

Please take the time to read this through – your role, as Mentor in the certification process is crucial to this candidate's success. The Mentoring concept was brought into the English Coaching Program several years ago and in fact has been put forward as a desirable concept by the Coaching Association of Canada for all sports.

The word 'mentor' is defined as a wise, loyal advisor, a teacher, a coach; mentors have the power to shape character, mold lives, not only of their own students but also of others who also teach. It is not an easy task for those who decide to live up to the name of mentor. The CAC Mentorship Program states: 'the role of a mentor is to provide experiences and reflection opportunities that compliment coaching training and certification'.

Therefore, your role is to prepare this candidate by acting as their role model and advising them in all areas of knowledge and deportment so they may, in their turn, become a role model for our sport. By signing your name to this document, you are stating that you have guided this candidate and that they are now prepared to successfully complete the certification process through the evaluation and examination. We recognize the responsibility you have undertaken to commend you.

This guidance and preparation has been given in teaching: allowing the candidate to observe your lessons, promoting discussion and obtaining feedback from the candidate; having them complete lesson plans and, in turn, teach in your presence so you may provide critiques and suggestions for their improvement.

TASK A: Lesson Plan & Emergency Action Plan (EAP)

Criteria	Evidence
Appropriate and Structured Lesson Plan	Logistics information identified
	Appropriate key elements for lesson
	Required equipment identified
	Clear lesson segments
	Appropriate timeline for activities
	Appropriate activities
	Activities clearly described
Emergency Action Plan	Key learning points (aids/instructions for each activity included)
	Location of phones and emergency numbers including fire
	Specific directions to reach facility
	Location of medical profiles
	Location of first aid kit
	Location of fire extinguishers
	Identification of call and charge persons
Phone number of veterinarians	

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK B: Mounted Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Safe group management
	Appropriate horse/pony
	Risk management
Structure & Organization	Instructor provides an appropriate plan
	Lesson equipment ready
	Clear lesson segments and appropriate time allotment for activities
	Exercises match the lesson goals
	Riders actively engaged
	Optimal use of space & equipment
	The content is appropriate for beginners
	Lesson objectives introduced
	Effective explanation
	Instructor uses effective demonstrations
	Instructor provides effective feedback to riders
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
	Use of two-way communication
Professional Conduct	Appropriate instructor turn-out
	Professional communication
	Positive outlook
	Respects participants needs/thoughts
Analyze Performance Detect Skill Errors	Communicates/reinforces expectations of participants
	Effective observation of performance
	Appropriate errors identified
Prescribe Corrections	Identifies potential causes of error
	Appropriate explanation of error
	Appropriate correction applied
	Communicates prescriptive skill correction

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK C: Lunge Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Correct fitting of side reins for warm-up
	Ensures correct mounting and dismounting
	Describes appropriate horse/pony
	Risk management
Lunging Technique	Lunge line correctly attached
	Effective management of the lunge line
	Effective management of the lunge whip
	Correct circle size
	Effective control of the horse and use of body language
Teaching Skills	Ensures that the rider knows how to adjust equipment from the ground (stirrups & girth)
	Ensures that the rider knows how to adjust equipment correctly while mounted
	Lesson objectives introduced
	Effective explanation
	Safe and effective rider exercises
	Instructor provides effective feedback
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
	Use of two-way communication

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK D: Stable Management

Criteria	Evidence
Bandages	Stable bandage
	Polo wrap
General Knowledge	Explains basics of tack care and the instructor's responsibility
	Explains signs of unsoundness and general signs of horse health and the instructor's responsibility
	Explains the characteristics of a good school horse including blemishes
	Explains basics of feeding and watering before/after a lesson and the instructor's responsibility
	Explains EAP for injured horse and the instructor's responsibility
	Written test

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK E: Unmounted Lesson

Criteria	Evidence
Safety	Safe group management
	Facility safety check
Structure and Organization	Instructor provides appropriate lesson plan
	Lesson equipment ready
	Activities match the lesson goals
	Participants are actively engaged
	Optimal use of space and equipment
Teaching Skills	The content is appropriate for beginners
	Lesson objectives introduced
	Effective use of key learning points
	Effective demonstrations
	Effective use of feedback
	Instructor facilitates skill practice
	Reinforcement of participant's effort and performance
	Use of two-way communication

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK F: Optional Jumping Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Safe group management
	Appropriate horse/pony
	Risk management
Structure & Organization	Instructor provides an appropriate plan
	Lesson equipment ready
	Clear lesson segments and appropriate time allotment for activities
	Exercises match the lesson goals
	Riders actively engaged
	Optimal use of space & equipment
	The content is appropriate for beginners
	Lesson objectives introduced
	Effective explanation
	Instructor uses effective demonstrations
	Instructor provides effective feedback to riders
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
Use of two-way communication	
Professional Conduct	Appropriate instructor turn-out
	Professional communication
	Positive outlook
	Respects participants needs/thoughts
Analyze Performance Detect Skill Errors	Communicates/reinforces expectations of participants
	Effective observation of performance
	Appropriate errors identified
	Identifies potential causes of error
Prescribe Corrections	Appropriate explanation of error
	Appropriate correction applied
	Communicates prescriptive skill correction

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

“It is in my opinion that _____ has performed these teaching tasks and has either met or exceeded the standard required to successfully undertake the above named evaluation.”

Mentor's Name: _____ PSO/EC# _____

Signed: _____ Date: _____

I have read and understand the comments in this report.

Candidate's Name: _____ PSO/EC# _____

Signed: _____ Date: _____

Please return this letter, along with the completed Mentor Reference Form attached, to the English Coaching Coordinator at your Provincial Equestrian Federation.

APPENDIX C*Lesson Plan Templates***UNMOUNTED LESSON PLAN FORM (Blank)***Approx. 10 – 15 min will be evaluated*

Prepared By/Date: _____

LOGISTICS

DATE:	TIME:
LOCATION:	NUMBER OF BEGINNERS:
RIDER(S) EXPERIENCE:	STAGE OF PARTICIPANT DEVELOPMENT INITIATION – ACQUISITION - CONSOLIDATION
ATTACHED FACILITY MAP (Y/N):	ATTACHED EAP (Y/N):
LESSON GOAL (TOPIC):	
SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal)	

EQUIPMENT LIST

SAFETY RULES REVIEW**LESSON SEGMENTS AND TIMELINES**

FACILITY SAFETY CHECK/ GROUP PLACEMENT:
INTRODUCTION:
EXPLANATION:
DEMONSTRATION:

ACTIVITY/ PROGRESSION # 1: Objective/Key point: _____

ACTIVITY/PROGRESSION # 2: Objective/Key point: _____

CONCLUSION:

UNMOUNTED LESSON PLAN FORM (Help sheet)

Approx. 10-15 min. will be evaluated

Prepared By/Date: _____

LOGISTICS

DATE:	TIME:
LOCATION:	NUMBER OF BEGINNERS: Group of Three
RIDER(S) EXPERIENCE: Provide some background re students' previous experience. For these topics they may have none at all.	STAGE OF PARTICIPANT DEVELOPMENT INITIATION – ACQUISITION – CONSOLIDATION Circle those appropriate for the level of the participants in the group. More than one might be circled if your goal is to have the skill acquired in the lesson.
ATTACHED FACILITY MAP (Y/N): Map of the property for emergency workers.	ATTACHED EAP (Y/N):
LESSON GOAL (TOPIC): General topic.	
SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal) Specific goals the instructor wishes to accomplish in this lesson.	

EQUIPMENT LIST

SAFETY RULE REVIEW General rules to observe.

What is required to teach this lesson?

LESSON SEGMENTS AND TIMELINES

FACILITY SAFETY CHECK/ GROUP PLACEMENT: Describe what would be checked to ensure the safety of the location and the placement of the group.
INTRODUCTION: Lesson goal statement. Question that might be asked of the group. Key learning points
EXPLANATION: How to accomplish the goal/directions. Example: Explain HOW to put a saddle on. Explain why certain things are done. How the students will be involved. Explanation can be done while demonstrating.
DEMONSTRATION: How will the instructor demonstrate?
ACTIVITY/ PROGRESSION # 1: Objective/Key point : <u>What do you want the students to learn?</u> Describe what the students will be expected to do and how each student will be involved
ACTIVITY/PROGRESSION # 2: Objective/Key point : <u>What do you want the students to learn?</u> Describe the second progression if time remains. Should be more challenging than the first activity.
CONCLUSION: Should include how the conclusion will be conducted. Could include questions to ask.

MOUNTED LESSON PLAN FORM (Blank)
 (To be prepared for a one hour group beginner lesson)
Only approx. 20-30 min of an actual lesson will be evaluated

Prepared By/Date: _____

LOGISTICS

DATE:	TIME:
LOCATION:	NUMBER OF BEGINNERS: Group of Three
RIDER(S) EXPERIENCE:	STAGE OF PARTICIPANT DEVELOPMENT INITIATION – ACQUISITION - CONSOLIDATION
ATTACHED FACILITY MAP (Y/N):	ATTACHED EAP (Y/N):
LESSON GOAL (TOPIC):	
SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal)	

EQUIPMENT LIST

DIAGRAM OF ARENA SET UP

LESSON SEGMENTS AND TIMELINES

INTRODUCTION:	Approximate timeline: _____
WARM-UP:	Approximate timeline: _____
EXPLANATION:	Approximate timeline: _____

DEMONSTRATION:	Approximate timeline: _____
MAIN PART ACTIVITY/PROGRESSION # 1: Objective/Key point: _____	Approximate timeline: _____
MAIN PART ACTIVITY/PROGRESSION # 2: Objective/Key point: _____	Approximate timeline: _____
MAIN PART ACTIVITY /PROGRESSION # 3: Objective/Key point: _____	Approximate timeline: _____
COOL DOWN:	Approximate timeline: _____
CONCLUSION:	Approximate timeline: _____

MOUNTED LESSON PLAN (Help sheet)

(prepared for one hour group beginner lesson)

APPROX. 20 -30 MIN WILL BE EVALUATED

Detailed enough for another instructor to be able to implement the plan

Prepared By/Date: _____

LOGISTICS

DATE:	TIME:
LOCATION:	NUMBER OF BEGINNERS: Group of Three
RIDER(S) EXPERIENCE: If possible include what has been covered in previous lessons, ability level of riders, specific issues with certain riders etc. Any information that would assist someone who did not know the group, to teach the lesson. In an evaluation situation if the rider level is unknown please include briefly what skills you are assuming the riders should have experienced to this point.	STAGE OF DEVELOPMENT OF THE PARTICIPANTS: INITIATION – ACQUISITION – CONSOLIDATION Circle one or two depending on what stage of learning you are focusing your lesson upon or what your goals are for the lesson.
ATTACHED FACILITY MAP (Y/N):	ATTACHED EAP (Y/N):
LESSON GOAL (TOPIC):	
SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal)	

EQUIPMENT LIST

DIAGRAM OF ARENA SET UP

Diagram of the arena set up for the 1st and 2nd progression

To include the placement of the riders and horses for the demonstration as well as distances/measurements as required

LESSON SEGMENTS AND TIMELINES

GENERAL REQUIREMENTS:

- FACILITY SAFETY CHECK
- Clear lesson segments
- Appropriate activities progressively sequenced to promote learning, safety and success
- Activities clearly described such that another instructor could implement
- Key learning points for each activity included
- Sequenced activities to enhance learning
- Appropriate timeline for activities

INTRODUCTION: Should include:	Approximate timeline: _____
<ul style="list-style-type: none"> • Review of arena safety rules as they apply to the lesson • Introduction of the coach and the riders • Tack check, stirrup length, helmet fitting, footwear etc., medical problems • Risk management - facility check (removal of potential hazards) • 2 way communication 	
WARM-UP: Should include:	Approximate timeline: _____
<ul style="list-style-type: none"> • A description of the warm-up activity that will precede the lesson. (The warm-up may not be observed during the evaluation process) 	

<p>EXPLANATION:</p> <p>Should include:</p> <ul style="list-style-type: none"> • An explanation of the skill to be learned/practiced – the lesson objective - (WHAT) • An explanation of WHY the skill is important • An explanation of the aids to accomplish the skill (HOW) • Two way communication 	<p>Approximate timeline: _____</p>
<p>DEMONSTRATION (for 1st progression):</p> <p>Should include:</p> <ul style="list-style-type: none"> • A demonstration of the first progression on foot, OR on a blackboard, OR mounted with diagrams/pictures OR by another mounted rider • Reinforcement of the aids or key learning points • Goals and objectives of a well executed skill 	<p>Approximate timeline: _____</p>
<p>MAIN PART Approximate timeline: _____</p> <p>The timeline may depend on how quickly the students achieve the desired goal. More advanced students in a group may be able to move on to the second progression depending on the type of activity.</p> <p>ACTIVITY/PROGRESSION # 1: Objective/Key point : <u>What do you want the students to learn?</u></p> <p>Should include:</p> <ul style="list-style-type: none"> • Goal/objective of first progression • A clear description of the exercise/activity to be used to practice the skill described above • Key factors and teaching points to be observed while practicing • Safety reminders • Breaks as required 	
<p>MAIN PART (May require new explanation & demonstration) Approximate timeline: _____</p> <p>ACTIVITY/PROGRESSION # 2: Objective/Key point : <u>What do you want the students to learn?</u></p> <p>Should include:</p> <ul style="list-style-type: none"> • Goal/objective of second progression • A clear description of the exercise/activity to be used to practice the skill described above • Key factors and teaching points to be observed while practicing • Safety reminders • Breaks as required 	
<p>MAIN PART (May require new explanation & demonstration) Approximate timeline: _____</p> <p>ACTIVITY /PROGRESSION # 3: Objective/Key point : <u>What do you want the students to learn?</u></p> <p>Should include:</p> <ul style="list-style-type: none"> • Goal/objective of third progression • A clear description of the exercise/activity to be used to practice the skill described above • Key factors and teaching points to be observed while practicing • Safety reminders 	
<p>COOL DOWN: Approximate timeline: _____</p> <p>Should include a description of how the cool down will be conducted. Description of a game if appropriate.</p>	
<p>CONCLUSION: Approximate timeline: _____</p> <p>Should include how the conclusion will be conducted. Could include questions to ask.</p>	

APPENDIX D**Emergency Action Plan (EAP)**

The Coaching Association of Canada (CAC) requires the following information for an Emergency Action Plan (EAP):

1. Location of telephones (cell and land lines)
2. List of emergency numbers
3. Location of medical profiles for each participant under the instructor's care
4. Location of a fully stocked first aid kit
5. Advance "call person" or "control person" is designated
6. Clear directions to the site are available

Every instructor must have this information or know exactly where it can be found for EVERY facility at which he/she instructs.

EMERGENCY ACTION PLAN

EVENT: _____

SITE: _____

FACILITY OWNER/MANAGER: _____

ALTERNATE CHARGE PERSON FOR FACILITY: _____

EMERGENCY CONTACT FOR RIDER: _____

ALTERNATE CONTACT FOR RIDER: _____

LOCATION OF FIRST AID KIT (HUMAN): _____

LOCATION OF FIRST AID KIT (EQUINE): _____

LOCATION OF MEDICAL PROFILES: _____

NUMBER CARD

Location of phones near lesson site: _____

PHONE NUMBERS

Emergency: _____ Ambulance: _____

Fire: _____ Poison Control: _____

Police: _____ Hospital: _____

Facility (where you are located): _____

Veterinarian: _____

Phone: _____ after hours number: _____

LOCATION DIRECTIONS FOR EMERGENCY PERSONNEL:

APPENDIX E



Appendix E Instruction of Beginners
ENGLISH RUBRICS





**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).

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

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	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)
Safety	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 evaluator, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).	<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).	<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.
	*** 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)
Structure & Organization	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 WHAT is going to be done in the lesson.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains WHY 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 HOW 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 what to improve and not how 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.
Professional conduct	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)
Detects Skill Errors (candidate is able to detect errors)	Effective observation of performance	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor does not pay attention to skill executions. <input type="checkbox"/> Instructor does not move around lesson environment to observe skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor moves around lesson environment to observe most of the skill development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor moves around lesson to observe all skill development and riders from the most optimal vantage points.
	Appropriate errors identified	<ul style="list-style-type: none"> <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. "improve your half-halts". 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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.
	***Identifies potential causes of error	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted. 	<ul style="list-style-type: none"> <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". 	<ul style="list-style-type: none"> <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 is cutting the corner? ".
	***Appropriate explanation of error	<ul style="list-style-type: none"> <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 pull harder the turn will be better". 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance without prompting. <input type="checkbox"/> Able to explain WHY this is important, e.g. "If your horse falls in you will not be able to ride a good corner."
Prescribes Corrections (candidate provides corrections)	Appropriate correction applied	<ul style="list-style-type: none"> <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 turn by pulling harder. 	<ul style="list-style-type: none"> <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". 	<ul style="list-style-type: none"> <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."
	Communicates prescriptive skill correction	<ul style="list-style-type: none"> <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. "arms", "eyes", "shoulders". <input type="checkbox"/> Skill corrections focus on WHAT to improve rather than identifying specific strategies for HOW to improve the skill performance, e.g. "Your eyes are down". 	<ul style="list-style-type: none"> <input type="checkbox"/> Correction clearly emphasizes both WHAT to improve and HOW to improve, e.g." you are leaning too far forward. Press the top neck vertebra against your collar. <input type="checkbox"/> Instructor uses/identifies adequate demonstrations to model correct skill performance. <input type="checkbox"/> Instructor uses own body language to demonstrate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor explains WHY the correction will have a beneficial effect on performance while identifying HOW 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 dot down the long side", "keep your hands at the withers". <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). <input type="checkbox"/> Instructor is able to rephrase corrections to achieve the desired result.

TASK C: LUNGE LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
Safety	Horse/rider equipment ready	<ul style="list-style-type: none"> <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 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-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"/> Ensures that girth is tight, reins and stirrups secured for warm-up. <input type="checkbox"/> Riders 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 rider and horse. <input type="checkbox"/> Equipment is in good condition—not broken or cracked, stitching intact. <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. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Equipment is clean and in excellent condition. <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.
	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"/> Instructor is able to respond to questions about use of side reins. <input type="checkbox"/> Instructor adjusts the side reins during the session if too long/short without prompting.
	Ensures correct mounting and dismounting	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor does not provide access to the reins. <input type="checkbox"/> Side reins remain attached while mounting the rider. <input type="checkbox"/> Instructor allows rider to dismount leaving the left foot in the stirrup and without contact on the reins. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor provides rider with access to reins during mounting/dismounting. <input type="checkbox"/> Instructor undoes side reins while rider mounts/dismounts. <input type="checkbox"/> Instructor ensures that the rider simultaneously drops both stirrups and maintains contact on horse's mouth. <input type="checkbox"/> Rider brings right leg back over the horse's haunches. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor holds the horse's bridle in addition to the lunge line. <input type="checkbox"/> Instructor holds the right stirrup or has an assistant hold it while the rider mounts and dismounts. <input type="checkbox"/> Uses teachable moments.
	*****Describes appropriate horse/pony	<ul style="list-style-type: none"> <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"/> Requires a great deal of prompting. 	<ul style="list-style-type: none"> <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). 	<ul style="list-style-type: none"> <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.
	****Risk management	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor leaves doors/gates open and ignores potential hazards. <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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).

*** 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)
Lunging Technique	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)
Teaching Skills	Ensures that the rider knows how to adjust equipment from the ground (stirrups/girth)	<ul style="list-style-type: none"> <input type="checkbox"/> Rider does not adjust girth and Instructor 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), Instructor does not correct. <input type="checkbox"/> Girth is not tightened enough. <input type="checkbox"/> Stirrups are not adjusted to fit the rider. <input type="checkbox"/> Instructor does not instruct rider on rule of thumb for stirrup adjustment. 	<ul style="list-style-type: none"> <input type="checkbox"/> If rider does not adjust girth automatically, Instructor prompts them. <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. <input type="checkbox"/> Stirrups are *adjusted as required for the individual and the activity. <input type="checkbox"/> Instructor shows/reminds student about rule of thumb for stirrup adjustment. (Stirrup to armpit). 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor explains that the rule of thumb is an approximation and that stirrups may need to be adjusted once mounted. <input type="checkbox"/> Instructor explains why the stirrups need to be adjusted.
	Ensures that the rider knows how to adjust equipment correctly when mounted	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor allows the rider to take the foot out of the stirrup and drop reins when adjusting girth and/or stirrups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor ensures that rider keeps both feet in stirrups when adjusting girth and/or stirrups. <input type="checkbox"/> Instructor ensures reins are not dropped during adjustments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor allows the student time to try adjustment on his or her own before assisting if required. <input type="checkbox"/> Instructor checks the students' efforts and makes additional adjustments as required.
	Lesson objectives introduced	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor does not identify lesson goals to participants. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor clearly states WHAT is going to be done in the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor states lesson's goal at the beginning of the lesson and explains WHY this goal is important.
	Effective explanation	<ul style="list-style-type: none"> <input type="checkbox"/> Doesn't use key teaching points. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses 1–3 key teaching points to explain HOW the goal will be accomplished. <input type="checkbox"/> Key points (aids) are consistent with discipline standards (technically correct). <input type="checkbox"/> Instructor uses age appropriate language to explain key points. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor uses analogies and examples from participants' experiences to reinforce key learning points.
	Safe and effective rider exercises	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Instructor moves to next progression before basic progression is completed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor provides specific exercises designed to improve balance and/or position during walk and/or trot. <input type="checkbox"/> Instructor changes direction in time allowed, if time is greater than 20 minutes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor is able to identify a root problem and provides exercises, which produce a clear improvement in rider's position. <input type="checkbox"/> Instructor spends an equal amount of time in each direction, if time is greater than 20 minutes.
	Instructor provides effective feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback only identifies what to improve and not how 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor checks for understanding. <input type="checkbox"/> Feedback is positive, specific, and is communicated to the rider. <input type="checkbox"/> Feedback provides enough information for participant to try to improve performance. 	<ul style="list-style-type: none"> <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"/> Instructor starts to introduce the concept of "feel".

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

Teaching Skills	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.