

# Instruction of Beginners



## WESTERN

### Mentor's Manual



National  
Coaching  
Certification  
Program



Programme  
national de  
certification des  
entraîneurs

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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 (minimum 20 hours)
- ❖ Teaching & Learning training can be obtained by attending an equestrian specific workshop or Multi-Sport module
- ❖ Planning a Practice training can be obtained by attending an equestrian specific workshop or Multi-Sport module
- ❖ Make Ethical Decisions (MED) training can be obtained by attending an equestrian specific workshop or Multi-Sport module
- ❖ Analyze Performance (4 hours, additional time maybe required if accessing off-site facility) delivered in an equestrian specific environment

*\*\*\*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 1<sup>st</sup> 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 Rider 1 through 4 in the EC Western Learn to Ride Program
4. Complete a First Aid course (min. 8 hrs)
5. Criminal Record search (including vulnerable sectors)

**Entry Point for Coach/Instructor 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 and certification process for evaluators in the ***Western 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 will be 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—Western, may choose to move directly to the evaluation process. A copy of the evaluation package for these candidates will be available through their 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.

This package describes the evaluation, certification process and the role of the mentor in the Western Instruction-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 criteria and rubrics will be available to every candidate and/or individual who is interested in the process.

## **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 Western 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 skills.
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"> <li><input type="checkbox"/> Organize a series of activities into a structured lesson plan that enhances learning of one or more beginner rider skills.</li> <li><input type="checkbox"/> Instructor designs an Emergency Action Plan (EAP) for the facility where the lesson will be taught.</li> </ul>	Instructor is evaluated on Task A: submission of a lesson plan and EAP.
Support athletes in training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure lesson environments are safe.</li> <li><input type="checkbox"/> Teach an appropriately structured and organized mounted lesson.</li> <li><input type="checkbox"/> Teach an appropriately structured and organized unmounted lesson.</li> <li><input type="checkbox"/> Demonstrate teaching behaviours that promote learning.</li> <li><input type="checkbox"/> Model professional conduct while teaching a lesson.</li> <li><input type="checkbox"/> Demonstrate basic stable management.</li> </ul>	<p>Instructor is evaluated on Task B: Teach a mounted lesson</p> <p>Instructor is evaluated on Task C: Demonstrate basic stable management.</p> <p>Instructor is evaluated on Task D: Teach an unmounted lesson.</p>
Analyze performance	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detect errors in beginner rider skills.</li> <li><input type="checkbox"/> Correct errors for beginner rider skills.</li> </ul>	Instructor is evaluated on Task B: Teach a mounted lesson Task D: Teach a unmounted lesson.
<i>Make Ethical Decisions</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply the NCCP <i>Make Ethical Decisions</i> process in instructor beginner scenarios.</li> </ul>	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 and not mentored. 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 a system for evaluating and certifying Equestrian Instructors of Beginners.
- Certification should identify and confirm that the instructor is capable of doing certain things deemed important in his or her context.
- Certification should promote favourable instructing behaviours that have a positive impact on athlete development.
- Certification is not about recognizing “the perfect instructor”, but rather about acknowledging that an instructor has demonstrated evidence of 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 evidence.
- Adequate training or relevant experience should occur before evaluation.
- NCCP training activities should prepare instructors adequately to meet the standards in place for certification.
- Evidence demonstrated during the evaluation may not reflect all of the elements or objectives identified during training activities.

## **CERTIFICATION REQUIREMENTS**

<b><u>Tasks</u></b>	<b><u>NCCP Outcome</u></b>
<i>(TASK A) Plan a lesson for the beginner rider &amp; EAP</i>	<i>Plan a lesson and EAP</i>
<i>(TASK B) Teach a mounted lesson to beginner riders</i>	<i>Analyze performance Support to athletes in training</i>
<i>(TASK C) Demonstrate general stable management</i>	<i>Support to athletes in training</i>
<i>(TASK D) Teach an unmounted lesson to beginners</i>	<i>Support to athletes in training Analyze performance</i>

To become certified, a candidate must meet the minimum standard 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/she will be a certified Western Instructor.

### **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 it is expected that the candidate be actively teaching with the assistance and supervision of a mentor. The exception is the *Make Ethical Decisions* module.

Evaluations will be scheduled based on the availability of the 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 within the Equine Canada 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**

### **1. 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 at the Western Rider 3 level. This means that the demo riders are able to maintain control of a good, quiet school horse/pony. If a candidate is required to teach a topic at a lope then demo riders must be provided who can lope off the lunge line confidently on safe, quiet horses. It is the responsibility of the evaluator to ensure that the appropriate riders and horses have been made 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 may be used for the evaluation if necessary, however this is strongly discouraged.

### **2. 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. DIGREGARD 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’s Code of Ethics/Conduct and/or Equine Canada’s 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 Coaching Coordinator 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 EAP. The Coaching Coordinator sends the completed lesson plan and EAP to the evaluator three weeks before the evaluation.

**TASK A**—Lesson plan and Emergency Action Plan. The evaluator will complete the evaluation of the EAP and the lesson plan prior to the evaluation day.

**TASKS B, C, and D**—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. Unmounted
3. Analyze performance of beginner riders – Evidences to be gathered from all lessons

Evidence for each task (except *Make Ethical Decisions*) is listed the rubric in Appendix E with clear descriptions of the performance required by the candidate when he/she is 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. Stable Management (Task C)
5. Unmounted Lesson (Task D)

## **MAKE ETHICAL DECISIONS**

Evaluation of *Make Ethical Decisions* will be completed on-line at: <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 EC NCCP Equestrian Theory course.

- Results of this evaluation are forwarded automatically to the NCCP database.
- Successful evaluation in this outcome is required for 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). Any topic or maneuver from the Western Learn to Ride 1 through 3 program is acceptable. Since this list will be provided to the candidates, only topics from this list should be assigned.

- Introducing the walk
- Introducing the jog
- Introducing the lope
- Mounting/dismounting safety
- Speed control
- Body position
- Stop
- Back up
- Circling
- Rein effects
- Open rein
  - Direct rein

- Indirect rein
- Rein of opposition
- Introducing leg yielding
- Posting trot
- Correct diagonals
- Identifying leads at the lope
- Introducing turn on the forehand
- Introducing turn on the haunches
- Figure 8

Use of games or props is encouraged, where appropriate.

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

- 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 evaluator 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—STABLE MANAGEMENT**

**Evidence:** The candidate shall demonstrate basic stable management.

The candidate will be evaluated in the following seven areas:

- **Bandages:** stable, shipping, and tail bandage and the application.
- **Lunging:** Demonstrate safe and effective lunging skills.
- **Tack:** To demonstrate the care, fitting, safe maintenance of tack, etc.
- **Unsoundness:** Discuss scenarios that would occur in a lesson—coughs, tying up, etc.
- **Conformation** and characteristics of a good school horse
- **Feeding:** Discuss basic rules of feeding and feeding in relation to the riding lesson—a very hot horse vs. lazy horse.
- **First aid:** Discuss the contents and uses of a first aid kit and the treatment of lameness or injury to a school horse.
- **Oral test:** Test to include practical questions directly applicable to the Instruction of Beginners context.

## **TASK D—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 the accepted ones for this context (Instruction of Beginners). Any topic from the Western Learn to Rider 1 through 3 program is acceptable.

- Grooming procedure
- Basic horse handling
- Bridling—proper fitting and technique
- Saddling—proper fitting and technique
- Hoof care
- Tying a horse
- Bandaging (stable, shipping, or tail)

## 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. Mentoring 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 mentoring 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 mentorship 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 the 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  
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**EQUINE CANADA WESTERN INSTRUCTOR OF BEGINNER**  
**PROGRAM**  
**MENTOR REFERENCE FORM**

Dear Mentor(s),

Thank you for your continuing support the Equine Canada NCCP Coaching Program through guiding the development of this applicant.

We ask that you please fill in the following checklist upon the applicant's completion of his/her skill development under your supervision. As an accredited mentor by signing your name to this document, you are declaring that you have mentored and guided this candidate and that, in your opinion, he/she is now prepared to successfully complete the evaluation.

The number of mentored hours is a **MINIMUM** guideline. Depending on experience, some applicants may require further mentoring in order to attain the required teaching standard.

This Task Sheet may be signed by different mentors according to the particular objectives that the applicant has to achieve. When the last task has been signed off by an accredited mentor it establishes that the candidate has completed the mentor programme and mastered all of the required objectives. The candidate will be then ready to submit his/her application to their Provincial Equestrian Federation to proceed to the evaluation by signing and dating this task sheet.

		<b>15 HOURS OF COACHING THEORY AND PRACTICE (MINIMUM)</b> on the ground & on horseback
		<b>SAFETY</b> (risk awareness, managing training environment, ability to multi-task, ability to multi-supervision, ability to ensure the suitability of tasks)
		<b>COMMUNICATION</b> (rapport with students, listening skills, clear communication of thoughts according to student age and ability, voice projection, motivation and enthusiasm, ability to answer questions)
		<b>PROFESSIONALISM</b> (displays appropriate coaching behaviours and attitudes, empathy, respect, sincerity, etc.)
		<b>ORGANIZATION</b> (time management and punctuality, lesson planning,

		delivery and reflection, sequential skill development)
		<b>KNOWLEDGE</b> (technical knowledge, aids, etc., identifying goals – short and long term, flexibility to meet individual needs)
		<b>STABLE MANAGEMENT</b> (tack and stable maintenance, basic first aid for horses, unsoundness, feeding, boxes, stalling, beds, etc.)
		<b>BANDAGING</b> (stable, shipping, tail, boots)

By signing this document, you recognize having mentored and guided all or part of the candidate's tasks and state that he/she is now ready to successfully pass the certification program evaluation.

I declare that \_\_\_\_\_  
 (Applicant's Name) (EC/PSO Membership #)

has performed these coaching tasks and has either met or exceeded the standards required to successfully undertake the instructor evaluation.

Mentor's Name:		EC/PSO#:	
Mentor's Signature:		Date:	

Additional name(s) of accredited mentor(s) who has/have signed a specific module contained in this task sheet, if different from the above:

Mentor's Name:		PSO/EC#:	
Mentor's Signature:		Date:	
Mentor's Name:		EC/PSO#:	
Mentor's Signature:		Date:	
Mentor's Name:		EC/PSO#:	
Mentor's Signature:		Date:	
Mentor's Name:		EC/PSO#:	
Mentor's Signature:		Date:	

**APPENDIX C**

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

Prepared By/Date: \_\_\_\_\_

**LOGISTICS**

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

**EQUIPMENT LIST**

**SAFETY RULES REVIEW**


**LESSON SEGMENTS AND TIMELINES**

<b>FACILITY SAFETY CHECK/ GROUP PLACEMENT:</b>
<b>INTRODUCTION:</b>

**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**

<b>DATE:</b>	<b>TIME:</b>
<b>LOCATION:</b>	<b>NUMBER OF BEGINNERS: Group of Three</b>
<b>RIDER(S) EXPERIENCE:</b> Provide some background re students' previous experience. For these topics they may have none at all.	<b>STAGE OF PARTICIPANT DEVELOPMENT</b> 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.
<b>ATTACHED FACILITY MAP (Y/N):</b> Map of the property for emergency workers.	<b>ATTACHED EAP (Y/N):</b>
<b>LESSON GOAL (TOPIC):</b> General topic.	
<b>SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal)</b> 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**

<b>FACILITY SAFETY CHECK/ GROUP PLACEMENT:</b> Describe what would be checked to ensure the safety of the location and the placement of the group.
<b>INTRODUCTION:</b> Lesson goal statement. Question that might be asked of the group. Key learning points
<b>EXPLANATION:</b> 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.
<b>DEMONSTRATION:</b> How will the instructor demonstrate?
<b>ACTIVITY/ PROGRESSION # 1:</b> 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
<b>ACTIVITY/PROGRESSION # 2:</b> 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.
<b>CONCLUSION:</b> 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**

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

**EQUIPMENT LIST**


**DIAGRAM OF ARENA SET UP**

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**LESSON SEGMENTS AND TIMELINES**

<b>INTRODUCTION:</b>	<b>Approximate timeline:</b> _____
<b>WARM-UP:</b>	<b>Approximate timeline:</b> _____
<b>EXPLANATION:</b>	<b>Approximate timeline:</b> _____

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

**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**

<b>DATE:</b>	<b>TIME:</b>
<b>LOCATION:</b>	<b>NUMBER OF BEGINNERS: Group of Three</b>
<b>RIDER(S) EXPERIENCE:</b>  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.	<b>STAGE OF DEVELOPMENT OF THE PARTICIPANTS:</b> 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.
<b>ATTACHED FACILITY MAP (Y/N):</b>	<b>ATTACHED EAP (Y/N):</b>
<b>LESSON GOAL (TOPIC):</b>	
<b>SPECIFIC OBJECTIVES/KEY ELEMENTS: (Steps in the progression needed to reach the goal)</b>	

**EQUIPMENT LIST**


**DIAGRAM OF ARENA SET UP**

Diagram of the arena set up for the 1<sup>st</sup> and 2<sup>nd</sup> 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

<b>INTRODUCTION:</b> Should include: <ul style="list-style-type: none"><li>• Review of arena safety rules as they apply to the lesson</li><li>• Introduction of the coach and the riders</li><li>• Tack check, stirrup length, helmet fitting, footwear etc., medical problems</li><li>• Risk management - facility check (removal of potential hazards)</li><li>• 2 way communication</li></ul>	<b>Approximate timeline:</b> _____
<b>WARM-UP:</b> Should include: <ul style="list-style-type: none"><li>• A description of the warm-up activity that will precede the lesson. (The warm-up may not be observed during the evaluation process)</li></ul>	<b>Approximate timeline:</b> _____
<b>EXPLANATION:</b> Should include: <ul style="list-style-type: none"><li>• An explanation of the skill to be learned/practiced – the lesson objective - (WHAT)</li><li>• An explanation of WHY the skill is important</li><li>• An explanation of the aids to accomplish the skill (HOW)</li><li>• Two way communication</li></ul>	<b>Approximate timeline:</b> _____
<b>DEMONSTRATION (for 1<sup>st</sup> progression):</b> Should include: <ul style="list-style-type: none"><li>• A demonstration of the first progression on foot, OR on a blackboard, OR mounted with diagrams/pictures OR by another mounted rider</li><li>• Reinforcement of the aids or key learning points</li><li>• Goals and objectives of a well executed skill</li></ul>	<b>Approximate timeline:</b> _____

**MAIN PART**

Approximate timeline: \_\_\_\_\_

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.

**ACTIVITY/PROGRESSION # 1: Objective/Key point : What do you want the students to learn?**

Should include:

- 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

**MAIN PART (May require new explanation & demonstration) Approximate timeline: \_\_\_\_\_****ACTIVITY/PROGRESSION # 2: Objective/Key point : What do you want the students to learn?**

Should include:

- 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

**MAIN PART (May require new explanation & demonstration) Approximate timeline: \_\_\_\_\_****ACTIVITY /PROGRESSION # 3: Objective/Key point : What do you want the students to learn?**

Should include:

- 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

**COOL DOWN: Approximate timeline: \_\_\_\_\_**

Should include a description of how the cool down will be conducted. Description of a game if appropriate.

**CONCLUSION: Approximate timeline: \_\_\_\_\_**

Should include how the conclusion will be conducted. Could include questions to ask.

**APPENDIX D**  
**Emergency Action Plan**

**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 (HORSE): \_\_\_\_\_

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 Instruction - Beginners**  
**WESTERN RUBRICS**

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National  
Coaching  
Certification  
Program

## Equine Canada Instruction of Beginners Observation Kit— WESTERN 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 and unmounted).
3. Analyze performance of beginner riders.
4. Demonstrate basic stable management.
5. Make ethical decisions (not included with this rubric).

<i>Section</i>	<i>Tool</i>	<i>Instructor outcome being evaluated</i>
<b>Section A</b>	<b><i>Lesson plan and EAP</i></b> (submitted prior to the evaluation)	<b><i>1. Plan lessons for beginner riders.</i></b>
Section B	<ul style="list-style-type: none"> <li>• Mounted lesson</li> </ul>	<ol style="list-style-type: none"> <li>2. Teach mounted lessons to beginner riders</li> <li>3. Analyze performance of beginner riders</li> </ol>
<b>Section C</b>	<ul style="list-style-type: none"> <li>• Stable management</li> </ul>	<b><i>1. Demonstrate basic stable management</i></b>
Section D	<ul style="list-style-type: none"> <li>• Unmounted lesson</li> </ul>	<ol style="list-style-type: none"> <li>2. Teach unmounted lessons to beginner riders</li> <li>3. Analyze performance of beginner riders</li> </ol>

**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.**

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

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Appropriate and Structured Lesson Plan</b>	Logistics information identified	<input type="checkbox"/> Logistics are incomplete or missing.	<input type="checkbox"/> Plan identifies basic logistics: date, time, location, number of riders, level of athletes, etc.	<input type="checkbox"/> Logistics are detailed enough for another instructor to clearly implement the plan.
	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.
	Appropriate goal/key elements 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.
	Clear lesson segments and appropriate timeline for activities	<input type="checkbox"/> Plan has a base structure but does not clearly identify main segments or timeline of lesson.	<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"/> Duration of the lesson and each segment are identified on a timeline. <input type="checkbox"/> Enough time is allotted each activity to achieve goals and activity time is maximized. <input type="checkbox"/> Appropriate breaks are provided as required.	<input type="checkbox"/> Detail is such that another instructor could easily implement this practice as per the intended timelines. <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.
	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 for each activity included	<input type="checkbox"/> No evidence of key factors/teaching points. <input type="checkbox"/> Teaching points are incorrect.	<input type="checkbox"/> Key factors/teaching points are identified.	<input type="checkbox"/> Specific key factors and teaching points are identified for each activity.
<b>Emergency Action Plan</b>	Location of phones and emergency numbers	<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.

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.

## SECTION B: MOUNTED LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/Rider equipment ready	<input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Riders not wearing appropriate riding attire including proper heel.	<input type="checkbox"/> Ensures that cinch and other equipment is correctly fitted and adjusts as necessary. <input type="checkbox"/> Ensures that tack is in good repair. <input type="checkbox"/> Riders are all wearing appropriate attire including proper footwear. <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/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"/> 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.	<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 maybe required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.**

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Structure and Organization</b>	***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 timeline for activities	<input type="checkbox"/> Plan has a base structure but does not clearly identify main segments or timeline of practice.	<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"/> Duration of the lesson and each segment are identified on a timeline. <input type="checkbox"/> Enough time is allotted for each activity to achieve goals and activity time is maximized. <input type="checkbox"/> Appropriate breaks are provided as required.	<input type="checkbox"/> Detail is such that another instructor could easily implement this lesson as per the intended timelines. <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, 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	<input type="checkbox"/> 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 not appropriate for beginners.	<input type="checkbox"/> The content is at the level and is appropriate for beginners.	<input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	<input type="checkbox"/> Instructor does not identify lesson goals to participants.	<input type="checkbox"/> Instructor clearly states <b>WHAT</b> is going to be done in the lesson.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains <b>WHY</b> this goal is important.
	Effective explanation	<input type="checkbox"/> Doesn't use key teaching points. <input type="checkbox"/> Provides an overload of key points (more than 5). <input type="checkbox"/> Key points (aids) are incorrect. <input type="checkbox"/> Explanation of key points is confusing and Instructor does not clarify. <input type="checkbox"/> Instructor does not use discipline specific language.	<input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> the goal will be accomplished. <input type="checkbox"/> Key points (aids) are correct within discipline standards (technically correct). <input type="checkbox"/> Instructor uses age appropriate language to explain key points. <input type="checkbox"/> Instructor uses discipline specific language.	<input type="checkbox"/> Instructor uses analogies and examples from participants' experiences to reinforce key learning points. <input type="checkbox"/> Instructor uses discipline specific language and ensures that the participants understand.

<p>Instructor uses effective demonstrations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not provide demonstrations.</li> <li><input type="checkbox"/> Demonstration does not match teaching goal.</li> <li><input type="checkbox"/> Demonstration does not describe what the instructor intends, i.e. shows the correct exercise or demonstrates a common error.</li> <li><input type="checkbox"/> Students can not see or hear the demonstration.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor uses demonstrations that can be seen/heard by entire group.</li> <li><input type="checkbox"/> Demonstration correctly matches the goal of the lesson.</li> <li><input type="checkbox"/> Demonstration matches the Instructor's explanation, i.e. the correct exercise or a common error.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor organizes group so participants are in an optimal position to see and hear demonstrations.</li> <li><input type="checkbox"/> Key teaching points clearly match the demonstration provided.</li> </ul>
<p>Instructor provides effective feedback to riders</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback only identifies what to improve not how to improve.</li> <li><input type="checkbox"/> More motivation than correction—riders are told "good job" instead of how to improve.</li> <li><input type="checkbox"/> Instructor speaks too quickly or quietly for riders to hear feedback.</li> <li><input type="checkbox"/> Instructor does not affirm or correct participant's response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor ensures participants can hear him/her and Instructor ensures he/she can hear participants.</li> <li><input type="checkbox"/> Instructor checks for understanding.</li> <li><input type="checkbox"/> Feedback is positive, specific, and is communicated to individuals and the group.</li> <li><input type="checkbox"/> Feedback is selective and not constant.</li> <li><input type="checkbox"/> Feedback provides enough information for participant to try to improve performance.</li> <li><input type="checkbox"/> Instructor affirms or corrects participant's response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is specific to the learning style of participants.</li> <li><input type="checkbox"/> Feedback covers all three learning styles: verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners.</li> <li><input type="checkbox"/> Instructor's voice is clear and audible for entire lesson.</li> <li><input type="checkbox"/> Feedback promotes analysis by the participant.</li> </ul>
<p>Instructor facilitates skill practice</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Riders are not given an opportunity to practice after feedback is given.</li> <li><input type="checkbox"/> Activities do not provide an opportunity for riders to practice the goal of the lesson.</li> <li><input type="checkbox"/> Progressions do not allow the rider to practice/master the skill.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor provides opportunities for riders to incorporate feedback.</li> <li><input type="checkbox"/> Instructor provides opportunities for riders to practice new skills.</li> <li><input type="checkbox"/> Activities provide an opportunity for riders to practice skills, which lead to accomplishment of lesson goal.</li> <li><input type="checkbox"/> Sufficient time is allowed for the participant to practice/master skill of each progression.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor alters/amends progressions to meet the needs of the participants.</li> </ul>
<p>Reinforcement of rider's effort and performance</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does not address each individual.</li> <li><input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor speaks to each individual with a positive and constructive comment on his/her performance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking.</li> <li><input type="checkbox"/> Interventions are specific to individuals.</li> </ul>
<p>Use of two-way communication</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time.</li> <li><input type="checkbox"/> Instructor does not react to participant's response.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor asks at least one question regarding participants' reaction/understanding of an activity.</li> <li><input type="checkbox"/> Instructor reacts to participants' response by moving ahead with the lesson or clarifying and allowing more practice of the skill.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance.</li> <li><input type="checkbox"/> Instructor asks each rider a question and affirms/corrects/clarifies.</li> </ul>

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Professional conduct</b>	Appropriate Instructor turnout	<input type="checkbox"/> Clothing is inappropriate for the weather. <input type="checkbox"/> Clothing does not conform to discipline dress code.	<input type="checkbox"/> Clothing is appropriate for the weather. <input type="checkbox"/> Clothing is appropriate for discipline's dress code.	<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 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 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. <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 behaviours as well as correcting inappropriate behaviours.

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

## SECTION B: OBSERVATION -- MOUNTED LESSON (continued)

### Analyze performance of a beginner rider.

\* Evidence of Achievement can also be gathered from Unmounted Lesson

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Detects Skill Errors</b>	Effective observation of performance	<input type="checkbox"/> Instructor does not pay attention to skill executions. <input type="checkbox"/> Instructor does not move around lesson environment to observe skills.	<input type="checkbox"/> Instructor moves around lesson environment to observe most of the skill development.	<input type="checkbox"/> Instructor moves around lesson to observe all skill development and riders from the most optimal vantage points.
	Appropriate errors identified	<input type="checkbox"/> No errors are detected. <input type="checkbox"/> Errors identified are not root problems or are not consistent with the rider's level e.g. improved weight aids.	<input type="checkbox"/> Errors identified are consistent with Instructing Beginners guidelines. <input type="checkbox"/> Instructor is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the Instructing Beginners guidelines. e.g. deeper heel.	<input type="checkbox"/> Identified errors with the MOST direct impact on performance of the skill as per the lesson goals and the Instructing Beginners guidelines, e.g. effective use of eyes will lead to a rounder circle.
	***Identifies potential causes of error	<input type="checkbox"/> Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted.	<input type="checkbox"/> Instructor is able to reflect on and respond to some potential causes of skills error and communicates this to the participant when prompted e.g. leaning too far forward.	<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 shoulders are rounded?"
	***Appropriate explanation of error	<input type="checkbox"/> Instructor is unable to explain how the error relates to performance when prompted. <input type="checkbox"/> Explanation is incorrect as per Instructing Beginners guidelines when prompted e.g. "Improve the turn by pulling harder in the inside rein."	<input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance e.g. "Better use of your eyes will improve the turn."	<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. "When you use your eyes better your aids will be more precise."
<b>Prescribes Corrections</b>	Appropriate correction applied	<input type="checkbox"/> Instructor does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed e.g. Rider with round shoulders is told to correct this by leaning back.	<input type="checkbox"/> The correction will have some impact on the performance of the skill as per the Instructing Beginner Guidelines/Rider Manuals, e.g. Rider with round shoulders is encouraged to sit tall.	<input type="checkbox"/> Correction will have THE most impact on the performance of the skill as per the lesson goals, in guidelines and rider ability, e.g. the rider with round shoulders is told to look up, stretch tall and imagine lengthening the distance from belt buckle to chin.
	Communicates prescriptive skill correction	<input type="checkbox"/> Instructor does not identify/use adequate demonstrations to model correct skill performance. <input type="checkbox"/> Skill corrections are vague and too general e.g. "More forward". <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".	<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 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 automatically adjust to make corrections". <input type="checkbox"/> Instructor uses specific external cues, i.e., keep your hands near the saddle horn. <input type="checkbox"/> Coach 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.

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

## SECTION C: STABLE MANAGEMENT

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/rider equipment ready	<input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Instructors not wearing appropriate attire. <input type="checkbox"/> No boots on horse. <input type="checkbox"/> Cinch is too loose or too tight. <input type="checkbox"/> Equipment is in poor condition—broken, cracked, stitching coming undone. <input type="checkbox"/> Reins not secured for warm-up. <input type="checkbox"/> Whip is dropped on the ground while tack is checked.	<input type="checkbox"/> Ensures that cinch and reins are secured for warm-up. <input type="checkbox"/> Instructors are all wearing appropriate attire. <input type="checkbox"/> The horse is protected with boots. <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	<input type="checkbox"/> The instructor moves around the horse efficiently, demonstrating experience and a high comfort level. <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.
	***Describes appropriate horse/pony	<input type="checkbox"/> When asked by evaluator, Instructor can not explain why or why not the horse is appropriate as a beginner horse. <input type="checkbox"/> Requires a great deal of prompting.	<input type="checkbox"/> When asked by evaluator, Instructor can explain why or why not the horse is appropriate as a beginner horse.	<input type="checkbox"/> When asked by evaluator, Instructor can explain why or why not the horse is appropriate as a beginner horse AND can explain the qualities of an ideal lesson horse for a particular student.
	***Risk management	<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 in the arena.	<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 maybe required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.**

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Lunging Technique</b>	Lunge line correctly attached	<input type="checkbox"/> The lunge line is incorrectly attached.	<input type="checkbox"/> The lunge line is correctly attached as per instructing 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 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"/> Instructor uses whip effectively while being aware of other horses in the arena. <input type="checkbox"/> Lunge whip is never dropped	<input type="checkbox"/> Instructor manages the lunge whip effectively and positions it as required for optimal effect.
	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 horses 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 or body language effectively to control horse's movement for most of the lesson.	<input type="checkbox"/> Instructor maintains correct 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.
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Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Bandages</b>	Stable Bandage	<input type="checkbox"/> Bandages and cottons appear dirty and in disrepair. <input type="checkbox"/> Bandage/cottons are too loose. <input type="checkbox"/> Bandage/cottons 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 is too tight or overlaps/or not used. <input type="checkbox"/> Wrap is too tight or too loose. <input type="checkbox"/> Cotton is not adequately thick too provide proper protection.	<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"/> Tape is NOT pulled tighter than the bandage and does not overlap.	<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"/> Tape is applied with tension equal to that of the bandage.
	Shipping Bandage	<input type="checkbox"/> Bandages and cottons appear dirty and in disrepair. <input type="checkbox"/> Bandage/cottons are too loose. <input type="checkbox"/> Bandage/cottons are too tight. <input type="checkbox"/> Instructor cannot respond to questions about why a shipping bandage is used. <input type="checkbox"/> Wrinkles are evident in the bandage. <input type="checkbox"/> Tension is uneven in most bandages. <input type="checkbox"/> Incorrect length—does not protect the coronary band or heels. <input type="checkbox"/> Cotton is not adequately thick too provide proper protection.	<input type="checkbox"/> Instructor can correctly respond to questions about why a shipping bandage is used. <input type="checkbox"/> Clean bandages and pads are used. <input type="checkbox"/> Correct length of bandage: covers the coronary band and heels. <input type="checkbox"/> Bandage is secure, not too tight or too loose. <input type="checkbox"/> Tension is even from top to bottom. <input type="checkbox"/> Bandages are applied with no wrinkles.	<input type="checkbox"/> Wrap finishes on outside. <input type="checkbox"/> Wrap is evenly spaced with each wrap.
	Tail	<input type="checkbox"/> Wrap completely covers the end of the tail bone. <input type="checkbox"/> The end of the wrap finishes at the top of the tail. <input type="checkbox"/> Tail locks are not used to help secure the wrap. <input type="checkbox"/> Wrap is too tight or too loose.	<input type="checkbox"/> Wrap comes about 1" to 2" above the end of the tail bone. <input type="checkbox"/> The end of the bandage finishes up from the bottom of the wrap. <input type="checkbox"/> A few tail locks are used.	<input type="checkbox"/> Instructor voluntarily explains the different reasons for using a tail wrap.
<b>General knowledge</b>	Explains basic 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 Equine Canada's Learn to Ride Western Manual.	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 Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide more than 3 points without prompting. <input type="checkbox"/> Extra correct information is provided.

	Explains the characteristics of a good school horse	<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 to 5 points with or without prompting. <input type="checkbox"/> The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: <input type="checkbox"/> Can explain more than 5 points 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 2 or 3 points with or without prompting. <input type="checkbox"/> The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: <input type="checkbox"/> Can provide more than 3 points without prompting. <input type="checkbox"/> Extra correct information is provided.
	Explains how to care for an injured or sick horse	<input type="checkbox"/> Cannot explain how to care for an injured or sick horse even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing.	<input type="checkbox"/> Can explain most of the information with or without prompting.	All aspects of the minimum standard plus: <input type="checkbox"/> Can explain all the information without prompting. <input type="checkbox"/> Extra correct information is provided.
	Oral questions	<input type="checkbox"/> Information provided is incorrect and/or information is missing.	<input type="checkbox"/> The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: <input type="checkbox"/> Extra correct information is provided.

## SECTION D: UNMOUNTED LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Safe group management	<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).	<input type="checkbox"/> Participants are always within sight of Instructor. <input type="checkbox"/> Unsafe participant behaviour is corrected immediately (e.g., running, yelling).	<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/behaviours when in a stable and around horses.
	Facility safety check	<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.	<input type="checkbox"/> Instructor did inspect facility as evidenced by safe environment. <input type="checkbox"/> The location chosen is appropriate.	<input type="checkbox"/> Instructor uses facility inspection as a teachable moment for participants.
<b>Structure and Organization</b>	Instructor demonstrates appropriate lesson plan	<input type="checkbox"/> Instructor does not demonstrate a plan.	<input type="checkbox"/> Instructor demonstrates a lesson plan that is appropriate for beginners. <input type="checkbox"/> Plan identifies a clear lesson goal.	<input type="checkbox"/> Instructor demonstrates a detailed and structured lesson plan for beginner riders.
	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.
	Activities match the lesson goals	<input type="checkbox"/> Activities do not match lesson.	<input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for progression 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, instructor is able to explain why changes are made to the lesson plan.
	Riders/drivers actively engaged	<input type="checkbox"/> Participants are standing and waiting for more than 50% of the lesson.	<input type="checkbox"/> Participants are engaged in activity more than 50% of the time.	<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	<input type="checkbox"/> Instructor does not use all of appropriate space.	<input type="checkbox"/> Instructor uses appropriate space to ensure horses are spaced out and that there is enough room to safely perform activities.	<input type="checkbox"/> Instructor creatively maximizes appropriate space.
<b>Teaching Skills</b>	The content is appropriate for beginners	<input type="checkbox"/> The content is above the level and not appropriate for beginners.	<input type="checkbox"/> The content is at the 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.

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	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 participant's 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 so all participants can clearly see and hear. <input type="checkbox"/> Demonstration is conducted at a rate that allows 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 he/she 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 the 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 enables participant to take 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.