



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).

Section	Tool	Instructor outcome being evaluated
Section A	Lesson plan and EAP (submitted prior to the evaluation)	1. Plan lessons for beginner riders.
Section B	<ul style="list-style-type: none">• Mounted lesson	2. Teach mounted lessons to beginner riders 3. Analyze performance of beginner riders
Section C	<ul style="list-style-type: none">• Stable management	4. Demonstrate basic stable management
Section D	<ul style="list-style-type: none">• Unmounted lesson	2. Teach unmounted 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.

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)
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.
	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 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 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.
Emergency Action Plan	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)
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 appropriate riding attire including proper heel. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that cinch and other equipment are 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor provides an explanation while checking and adjusting tack to help the student be more independent next time.
	Safe group management	<ul style="list-style-type: none"> <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.). 	<ul style="list-style-type: none"> <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.). 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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). 	<ul style="list-style-type: none"> <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). 	<ul style="list-style-type: none"> <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	<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 when there are dangerous factors in the environment which should have been addressed. 	<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 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 and Organization	***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 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. <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 participants' 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 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 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 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. <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 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"/> 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 participants' 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.

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
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"/> 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 may be 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 may also be gathered from the unmounted lesson**

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
Detects Skill 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. improved weight aids. 	<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. leaning too far forward. 	<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 shoulders are rounded?"
	***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. "Improve the turn by pulling harder in the inside rein." 	<ul style="list-style-type: none"> <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." 	<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. "When you use your eyes better your aids will be more precise."
Prescribes 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. Rider with round shoulders is told to correct this by leaning back. 	<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, e.g. Rider with round shoulders is encouraged to sit tall. 	<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, 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	<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. "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". 	<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. 	<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 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 may be 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)
Safety	Horse/rider equipment ready	<input type="checkbox"/> Tack not checked. <input type="checkbox"/> Tack checked but not adjusted if required. <input type="checkbox"/> Instructor 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"/> Instructor is wearing appropriate attire. <input type="checkbox"/> The horse is protected with boots/polos. <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 safely	<input type="checkbox"/> The instructor moves around the horse efficiently, demonstrating experience and a high comfort level. 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 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 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 time. <input type="checkbox"/> Instructor uses voice, whip or body language effectively to control horse's movement for most of the time.	<input type="checkbox"/> Instructor maintains correct position throughout the entire time. <input type="checkbox"/> Instructor uses voice, whip and/or body language to maintain control of the horse for the entire time.

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 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, overlaps or not used.	<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 to provide proper protection. <input type="checkbox"/> Tape is too tight, overlaps or not used.	<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"/> Tape is too tight, overlaps or not used.	<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.
General knowledge	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)
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 behaviour is corrected immediately 	<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/behaviours 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 demonstrates appropriate lesson plan	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor does not demonstrate a plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor demonstrates a lesson plan that is appropriate for beginners. <input type="checkbox"/> Plan identifies a clear lesson goal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor demonstrates 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for progression is evident. 	<ul style="list-style-type: none"> <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	<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 appropriate space. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor uses appropriate space to ensure horses are spaced out and that there is enough room to safely perform activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor creatively maximizes appropriate space.
Teaching Skills	The content is appropriate for beginners	<ul style="list-style-type: none"> <input type="checkbox"/> The content is above the level and not appropriate for beginners. 	<ul style="list-style-type: none"> <input type="checkbox"/> The content is at the level and is appropriate for beginners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	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 lesson goals to participants. 	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor uses analogies and examples from participant's experiences to reinforce key learning points.

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	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.