



**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	Mounted lesson	2. Teach mounted lessons to beginner riders 3. Analyze performance of beginner riders
Section C	Stable management	4. Demonstrate basic stable management
Section D	Unmounted lesson	2. Teach unmounted lessons to 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	☐ Logistics are incomplete or missing.	☐ Plan identifies basic logistics: date, time, location, number of riders, level of athletes, etc.	☐ Logistics are detailed enough for another instructor to clearly implement the plan.
	Required equipment identified	☐ Equipment is required, but not identified. ☐ Identified equipment is inappropriate for beginners. ☐ Identified equipment does not match planned activities.	☐ Required equipment is identified. ☐ Equipment is relevant to planned activities.	☐ A diagram of how equipment is to be set up is included in the plan.
	Appropriate goal/key elements for lesson	☐ Plan goals are not identified. ☐ Plan goals are vague and not clearly identified.	☐ Lesson plan has a clearly identified goal that is consistent with Equine Canada Beginner Rider framework and NCCP growth & development principles.	☐ Specific objectives are identified for each individual activity.
	Clear lesson segments and appropriate timeline for activities	☐ Plan has a base structure but does not clearly identify main segments or timeline of lesson.	☐ Plan is organized into main segments including introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion. ☐ Duration of the lesson and each segment are identified on a timeline. ☐ Enough time is allotted for each activity to achieve goals and activity time is maximized. ☐ Appropriate breaks are provided as required.	☐ Detail is such that another instructor could easily implement this practice as per the intended timelines. ☐ Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the participants. ☐ Activities within the main part are sequenced to enhance learning.
	Appropriate activities	☐ Activities are inappropriate for beginners as outlined in the Rider Level guides and the Equine Canada Participant Development Model. ☐ Activities do not match goals.	☐ Activities match goal. ☐ Activities reflect Equine Canada's recommendations and guidelines for teaching beginners. ☐ Activities contribute to skill development. ☐ At least one lesson progression is included.	☐ Plan identifies where this lesson fits in the athletes' overall development. ☐ Activities are progressively sequenced to promote learning, safety, and success. ☐ More than one lesson progression is included.
	Activities clearly described	☐ There is no description of the different activities. ☐ Description does not reflect safety.	☐ Activities are clearly described. ☐ Description reflects awareness of and control for potential risk factors.	☐ 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	☐ No evidence of key factors/teaching points. ☐ Teaching points are incorrect.	☐ Key factors/teaching points are identified.	☐ Specific key factors and teaching points are identified for each activity.
Emergency Action Plan	Location of phones and emergency numbers	☐ Logistics are incomplete or missing.	☐ Plan identifies basic logistics: date, time, location, number of athletes, level of athletes, etc.	☐ Logistics are detailed enough for another instructor/individual to clearly implement the practice.
	Specific directions to reach facility	☐ Directions are not included. ☐ Directions are incomplete.	☐ Directions are clear and correct.	☐ Directions include facility's EMS locator ID number. ☐ Map is included.
	Location of medical profiles	☐ Location is not identified.	☐ Location of medical profiles identified.	☐ Medical profiles are available and have been recently updated.
	Location of first aid kits human/equine	☐ Location is not identified.	☐ Location of equine and human first aid kits identified.	☐ Instructor presents a checklist of required equipment found in human and equine first aid kits.
	Identification of call and charge persons	☐ Call and charge persons are not identified. ☐ Roles and contact info not included.	☐ Roles and contacts for call and charge persons are identified.	☐ Alternate call and charge persons are identified.

	Phone numbers for veterinarians	☐ No phone numbers.	☐ Phone numbers are present.	☐ Phone numbers and directions to nearest emergency vet hospital are included.
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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	☐ Tack not checked. ☐ Tack checked but not adjusted if required. ☐ Riders not wearing appropriate riding attire including proper heel.	☐ Ensures that cinch and other equipment are correctly fitted and adjusts as necessary. ☐ Ensures that tack is in good repair. ☐ Riders are all wearing appropriate attire including proper footwear. ☐ Stirrups are even and an appropriate length for the lesson topic.	☐ Instructor provides an explanation while checking and adjusting tack to help the student be more independent next time.
	Safe group management	☐ Rider proximity is unsafe and is not corrected by the instructor/Instructor does not have control of the environment (riders, horses, spectators, etc.).	☐ All riders are going in the same direction. ☐ Horses are at least one horse length apart. ☐ Instructor maintains control of environment (riders, horses, spectators, etc.).	☐ Instructor places himself/herself so that he/she can see all participants at all times e.g. on the outside of a circle. ☐ 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	☐ When asked by evaluator, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).	☐ When asked by evaluator, Instructor can explain why or why not the horse(s) is/are appropriate as a beginner horse(s).	☐ 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	☐ Instructor leaves doors/gates open and ignores potential hazards. ☐ Instructor does not recognize potential risks when there are dangerous factors in the environment which should have been addressed.	☐ Instructor ensures that all doors/gates are shut and that all equipment/area is safe. ☐ Instructor can identify adjustments to lesson after a dangerous situation has become evident. e.g. heavy rain is creating noise which frightens the horses.	☐ 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	☐ Equipment is not ready when needed. ☐ Instructor has to disrupt lesson to set up.	☐ Equipment is available and quickly set up.	☐ Equipment is set up with lesson progressions in mind.
	Clear lesson segments and appropriate timeline for activities	☐ Plan has a base structure but does not clearly identify main segments or timeline of practice.	☐ Plan is organized into main segments including introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion. ☐ Duration of the lesson and each segment are identified on a timeline. ☐ Enough time is allotted for each activity to achieve goals and activity time is maximized. ☐ Appropriate breaks are provided as required.	☐ Detail is such that another instructor could easily implement this lesson as per the intended timelines. ☐ Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing, and learning by the participants. ☐ Activities within the main part are sequenced to enhance learning.
	Exercises match the lesson goals	☐ Activities do not match lesson goals. ☐ 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).	☐ Delivered activities match the lesson goals. ☐ Planning for activity progressions is evident.	☐ Instructor adjusts the exercises to best meet the lesson goal based on participants' and horses' reactions. ☐ If a change is required, Instructor is able to explain why changes are made to the lesson plan.
	Riders actively engaged	☐ Participants are standing and waiting for more than 50% of the lesson.	☐ Riders are engaged in activity more than 50% of the time.	☐ *Instructor engages participants by increasing or decreasing number and or level of challenges. ☐ Instructor's creativity and variety engages participants as evidenced by their active participation (either riding or participating in "teachable moments dialogue) for more than 75% of the lesson.
	Optimal use of space & equipment	☐ Instructor does not use all of available space and is unable to explain why.	☐ Instructor uses available space to ensure horses are spaced out and that there is enough room to safely perform activities.	☐ 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	☐ The content is above/below the level and not appropriate for beginners.	☐ The content is at the level and is appropriate for beginners.	☐ Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	☐ Instructor does not identify lesson goals to participants.	☐ Instructor clearly states WHAT is going to be done in the lesson.	☐ Instructor states lesson goals at the beginning of the lesson and explains WHY this goal is important.
	Effective explanation	☐ Doesn't use key teaching points. ☐ Provides an overload of key points (more than 5). ☐ Key points (aids) are incorrect. ☐ Explanation of key points is confusing and Instructor does not clarify. ☐ Instructor does not use discipline specific language.	☐ Uses 1-3 key teaching points to explain HOW the goal will be accomplished. ☐ Key points (aids) are correct within discipline standards (technically correct). ☐ Instructor uses age appropriate language to explain key points. ☐ Instructor uses discipline specific language.	☐ Instructor uses analogies and examples from participants' experiences to reinforce key learning points. ☐ Instructor uses discipline specific language and ensures that the participants understand.

	Instructor uses effective demonstrations	☐ Instructor does not provide demonstrations. ☐ Demonstration does not match teaching goal. ☐ Demonstration does not describe what the instructor intends, i.e. shows the correct exercise or demonstrates a common error. ☐ Students can not see or hear the demonstration.	☐ Instructor uses demonstrations that can be seen/heard by entire group. ☐ Demonstration correctly matches the goal of the lesson. ☐ Demonstration matches the Instructor's explanation, i.e. the correct exercise or a common error.	☐ Instructor organizes group so participants are in an optimal position to see and hear demonstrations. ☐ Key teaching points clearly match the demonstration provided.
	Instructor provides effective feedback to riders	☐ Feedback only identifies what to improve not how to improve. ☐ More motivation than correction—riders are told "good job" instead of how to improve. ☐ Instructor speaks too quickly or quietly for riders to hear feedback. ☐ Instructor does not affirm or correct participant's response.	☐ Instructor ensures participants can hear him/her and Instructor ensures he/she can hear participants. ☐ Instructor checks for understanding. ☐ Feedback is positive, specific, and is communicated to individuals and the group. ☐ Feedback is selective and not constant. ☐ Feedback provides enough information for participant to try to improve performance. ☐ Instructor affirms or corrects participant's response.	☐ Feedback is specific to the learning style of participants. ☐ Feedback covers all three learning styles: verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners. ☐ Instructor's voice is clear and audible for entire lesson. ☐ Feedback promotes analysis by the participant.
	Instructor facilitates skill practice	☐ Riders are not given an opportunity to practice after feedback is given. ☐ Activities do not provide an opportunity for riders to practice the goal of the lesson. ☐ Progressions do not allow the rider to practice/master the skill.	☐ Instructor provides opportunities for riders to incorporate feedback. ☐ Instructor provides opportunities for riders to practice new skills. ☐ Activities provide an opportunity for riders to practice skills, which lead to accomplishment of lesson goal. ☐ Sufficient time is allowed for the participant to practice/master skill of each progression.	☐ Instructor alters/amends progressions to meet the needs of the participants.
	Reinforcement of rider's effort and performance	☐ Instructor does not address each individual. ☐ Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	☐ Instructor speaks to each individual with a positive and constructive comment on his/her performance.	☐ Instructor reinforces efforts by encouraging problem solving and independent thinking. ☐ Interventions are specific to individuals.
	Use of two-way communication	☐ Instructor does all the talking in the lesson—talks for more than 50% of the time. ☐ Instructor does not react to participant's response.	☐ Instructor asks at least one question regarding participants' reaction/understanding of an activity. ☐ Instructor reacts to participants' response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	☐ Instructor consistently uses questioning to help participants reflect on performance. ☐ 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	☐ Clothing is inappropriate for the weather. ☐ Clothing does not conform to discipline dress code.	☐ Clothing is appropriate for the weather. ☐ Clothing is appropriate for discipline's dress code.	☐ Instructor is professionally and neatly turned out.
	Professional communication	☐ Instructor speaks ill of another instructor, client, and/or facility during lesson. ☐ Instructor uses profanities, insults or discriminatory language. ☐ Instructor's body language and facial expressions are negative. ☐ Instructor speaks above/below the level of the group.	☐ Instructor uses age appropriate language and mannerisms. ☐ Communication is respectful: non-discriminatory and void of profanities or insults.	☐ Instructor connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity.
	***Positive outlook	☐ Instructor comments are negative. ☐ Instructor dwells on what is wrong and does not address anything that is being performed well.	☐ Instructor comments are positive and constructive. ☐ Instructor reinforces what is going well in addition to what needs to be improved. ☐ Instructor's facial expressions and body language are positive and open. ☐ Promotes and models a positive image of the sport.	☐ Instructor's behaviour, language and attitude inspire participants. ☐ Instructor's positive behaviour facilitates a constructive learning environment and creates an atmosphere of fun.
	***Respects participants' needs/thoughts	☐ Instructor is late and/or unprepared. ☐ Instructor ignores one or more participants. ☐ Instructor's behaviour does not illustrate an understanding of expressed participant's fears and anxieties.	☐ Instructor arrives on time and is prepared for the lesson. ☐ Instructor listens to participants' ideas and concerns. ☐ Instructor's behaviour illustrates an attempt to understand and overcome anxieties and fears of participants.	☐ Instructor arrives early enough to set up, review. ☐ Instructor is able to channel participants' thoughts and concerns into improved performance.
	**Communicates /reinforces expectations of participants	☐ Instructor does not identify expectations for participant behaviours. ☐ Instructor does not reinforce expected behaviours of participants as required.	☐ Instructor identifies appropriate expectations for participant behaviour and reinforces as required.	☐ 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.

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	☐ Instructor does not pay attention to skill executions. ☐ Instructor does not move around lesson environment to observe skills.	☐ Instructor moves around lesson environment to observe most of the skill development.	☐ Instructor moves around lesson to observe all skill development and riders from the most optimal vantage points.
	Appropriate errors identified	☐ No errors are detected. ☐ Errors identified are not root problems or are not consistent with the rider's level e.g. improved weight aids.	☐ Errors identified are consistent with Instructing Beginners guidelines. ☐ 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.	☐ 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	☐ Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted.	☐ 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.	☐ Instructor is able to reflect on all potential causes of skill errors as relevant for beginners. ☐ 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	☐ Instructor is unable to explain how the error relates to performance when prompted. ☐ Explanation is incorrect as per Instructing Beginners guidelines when prompted e.g. "Improve the turn by pulling harder in the inside rein."	☐ Instructor is able to explain how the errors relate to overall performance e.g. "Better use of your eyes will improve the turn."	☐ Instructor is able to explain how the errors relate to overall performance without prompting. ☐ 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	☐ Instructor does not apply corrections to identified errors. ☐ Correction identified does not impact the error being addressed e.g. Rider with round shoulders is told to correct this by leaning back.	☐ 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.	☐ 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	☐ Instructor does not identify/use adequate demonstrations to model correct skill performance. ☐ Skill corrections are vague and too general e.g. "More forward". ☐ 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".	☐ 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." ☐ Instructor uses/identifies adequate demonstrations to model correct skill performance.	☐ 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". ☐ Instructor uses specific external cues, i.e., keep your hands near the saddle horn. ☐ 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)? ☐ 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	☐ Tack not checked. ☐ Tack checked but not adjusted if required. ☐ Instructor not wearing appropriate attire. ☐ No boots on horse. ☐ Cinch is too loose or too tight. ☐ Equipment is in poor condition—broken, cracked, stitching coming undone. ☐ Reins not secured for warm-up. ☐ Whip is dropped on the ground while tack is checked.	☐ Ensures that cinch and reins are secured for warm-up. ☐ Instructor is wearing appropriate attire. ☐ The horse is protected with boots/polos. ☐ Equipment is in good condition—not broken or cracked, stitching intact. ☐ The instructor is able to manage the whip safely	☐ The instructor moves around the horse efficiently, demonstrating experience and a high comfort level. Equipment is clean and in excellent condition. ☐ Lunge line and whip are neatly and safely gathered while equipment is being checked.
	***Describes appropriate horse/pony	☐ When asked by evaluator, Instructor can not explain why or why not the horse is appropriate as a beginner horse. ☐ Requires a great deal of prompting.	☐ When asked by evaluator, Instructor can explain why or why not the horse is appropriate as a beginner horse.	☐ 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	☐ Instructor leaves doors/gates open and ignores potential hazards. ☐ 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.	☐ Instructor ensures that all doors/gates are shut and that all equipment/area is safe. ☐ Instructor can identify adjustments to lesson after a dangerous situation has become evident, e.g. heavy rain is creating noise which frightens the horses.	☐ 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	☐ The lunge line is incorrectly attached.	☐ The lunge line is correctly attached as per Instructing beginners guidelines.	☐ Instructor is able to explain why he/she chose this method of attaching the lunge line.
	Effective management of the lunge line	☐ Lunge line is dragged on ground. ☐ Lunge line is wrapped around hand.	☐ Lunge line is safely held in one hand with excess line held in opposite hand. ☐ Lunge line rarely touches the ground.	☐ Lunge line never touches the ground. ☐ Instructor fluidly adjusts the length of the lunge line as necessary.
	Effective management of the lunge whip	☐ Lunge whip is dropped on ground near the horse under foot. ☐ Lunge whip is held too high or low. ☐ Instructor cracks the whip when there is another horse in the arena.	☐ Instructor uses whip effectively while being aware of other horses in the arena. ☐ Lunge whip is never dropped	☐ Instructor manages the lunge whip effectively and positions it as required for optimal effect.
	Correct circle size	☐ Instructor cannot maintain an even size and shape of circle as evidenced by excessive traveling from one area of the ring to another. ☐ Circle too small/large.	☐ Instructor maintains an even size and shape of the circle for most of lesson. ☐ The circle is an appropriate size.	☐ Instructor maintains an even size and shape of circle for entire lesson.
	Effective control of the horse and use of body language	☐ Instructor does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in. ☐ Instructor is unable to use body/voice to effectively control horses movement.	☐ Instructor maintains correct triangle of control with whip and horse for most of the time. ☐ Instructor uses voice, whip or body language effectively to control horse's movement for most of the time.	☐ Instructor maintains correct position throughout the entire time. ☐ 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	☐ Bandages and cottons appear dirty and in disrepair. ☐ Bandage/cottons are too loose. ☐ Bandage/cottons are too tight. ☐ Unable to explain why a stable bandage is needed when asked. ☐ Wrinkles are evident in bandaging technique. ☐ Tension is uneven in most bandages. ☐ Bandage is too short or long. ☐ Tape is too tight, overlaps or not used.	☐ Bandages and pads are clean and in good repair. ☐ Bandage and pads are firmly applied with even tension. ☐ Instructor is able to correctly explain why a stable bandage is needed when asked. ☐ Wrinkles are not obvious in bandaging technique. ☐ 2 cm of cotton is visible at top and bottom of bandage. ☐ Tape is NOT pulled tighter than the bandage and does not overlap.	☐ Bandage and pad is/are perfectly smooth. ☐ Bandage is evenly spaced with each wrap. ☐ Pad is evenly visible at both top and bottom. ☐ Wrapping finishes on the outside of legs. ☐ Tape is applied with tension equal to that of the bandage.
	Shipping Bandage	☐ Bandages and cottons appear dirty and in disrepair. ☐ Bandage/cottons are too loose. ☐ Bandage/cottons are too tight. ☐ Instructor cannot respond to questions about why a shipping bandage is used. ☐ Wrinkles are evident in the bandage. ☐ Tension is uneven in most bandages. ☐ Incorrect length—does not protect the coronary band or heels. ☐ Cotton is not adequately thick to provide proper protection. ☐ Tape is too tight, overlaps or not used.	☐ Instructor can correctly respond to questions about why a shipping bandage is used. ☐ Clean bandages and pads are used. ☐ Correct length of bandage: covers the coronary band and heels. ☐ Bandage is secure, not too tight or too loose. ☐ Tension is even from top to bottom. ☐ Bandages are applied with no wrinkles.	☐ Wrap finishes on outside. ☐ Wrap is evenly spaced with each wrap.
	Tail	☐ Wrap completely covers the end of the tail bone. ☐ The end of the wrap finishes at the top of the tail. ☐ Tail locks are not used to help secure the wrap. ☐ Wrap is too tight or too loose. ☐ Tape is too tight, overlaps or not used.	☐ Wrap comes about 1" to 2" above the end of the tail bone. ☐ The end of the bandage finishes up from the bottom of the wrap. ☐ A few tail locks are used.	☐ Instructor voluntarily explains the different reasons for using a tail wrap.
General knowledge	Explains basic of tack care and the instructor's responsibility	☐ Cannot explain basic tack care and the instructor's responsibility re: tack even when prompted. ☐ Information provided is incorrect and/or information is missing.	☐ Can provide the information with or without prompting. ☐ The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: ☐ Can provide the information without prompting. ☐ Extra correct information is provided.
	Explains signs of unsoundness and general signs of horse health and the instructor's responsibility	☐ Cannot explain the signs of unsoundness and the instructor's responsibility re: unsoundness even when prompted. ☐ Information provided is incorrect and/or information is missing.	☐ Can provide 1—3 points with or without prompting. ☐ The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: ☐ Can provide more than 3 points without prompting. ☐ Extra correct information is provided.
	Explains the characteristics of a good school horse	☐ Cannot explain the characteristics of a good school horse even when prompted. ☐ Information provided is incorrect and/or information is missing.	☐ Can explain 3 to 5 points with or without prompting. ☐ The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: ☐ Can explain more than 5 points without prompting. ☐ Extra correct information is provided.

	Explains basics of feeding and watering before/after a lesson and the instructor's responsibility	☐ Cannot explain feeding/watering basics and the instructor's responsibility re: feeding and watering even when prompted. ☐ Information provided is incorrect and/or information is missing.	☐ Can explain 2 or 3 points with or without prompting. ☐ The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: ☐ Can provide more than 3 points without prompting. ☐ Extra correct information is provided.
	Explains how to care for an injured or sick horse	☐ Cannot explain how to care for an injured or sick horse even when prompted. ☐ Information provided is incorrect and/or information is missing.	☐ Can explain most of the information with or without prompting.	All aspects of the minimum standard plus: ☐ Can explain all the information without prompting. ☐ Extra correct information is provided.
	Oral questions	☐ Information provided is incorrect and/or information is missing.	☐ The information is correct as per Equine Canada's Learn to Ride Western Manual.	All aspects of the minimum standard plus: ☐ 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	☐ Participants are allowed to wander out of Instructor's sight. ☐ *Unsafe participant behaviour is left unchecked. (e.g., running, yelling).	☐ Participants are always within sight of Instructor. ☐ Unsafe participant behaviour is corrected immediately	☐ Instructor clearly outlines expected safe behaviours to prevent an unsafe environment at the beginning of the lesson. ☐ Instructor reviews safety rules/behaviours when in a stable and around horses.
	Facility safety check	☐ Instructor did not inspect facility as evidenced by unsafe factors in the environment*. ☐ Instructor has chosen an inappropriate location for the lesson.	☐ Instructor did inspect facility as evidenced by safe environment. ☐ The location chosen is appropriate.	☐ Instructor uses facility inspection as a teachable moment for participants.
Structure and Organization	Instructor demonstrates appropriate lesson plan	☐ Instructor does not demonstrate a plan.	☐ Instructor demonstrates a lesson plan that is appropriate for beginners. ☐ Plan identifies a clear lesson goal.	☐ Instructor demonstrates a detailed and structured lesson plan for beginner riders.
	Lesson equipment ready	☐ Equipment is not ready when needed. ☐ Instructor has to disrupt lesson to set up.	☐ Equipment is available and quickly set up.	☐ Equipment is set up with lesson progressions in mind.
	Activities match the lesson goals	☐ Activities do not match lesson.	☐ Delivered activities match the lesson goals. ☐ Planning for progression is evident.	☐ Instructor adjusts the exercises to best meet the lesson goal based on participants' and horses' reactions. ☐ If a change is required, instructor is able to explain why changes are made to the lesson plan.
	Riders actively engaged	☐ Participants are standing and waiting for more than 50% of the lesson.	☐ Participants are engaged in activity more than 50% of the time.	☐ Instructor engages participants by increasing or decreasing level and number of challenges. ☐ 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	☐ Instructor does not use all of appropriate space.	☐ Instructor uses appropriate space to ensure horses are spaced out and that there is enough room to safely perform activities.	☐ Instructor creatively maximizes appropriate space.
Teaching Skills	The content is appropriate for beginners	☐ The content is above the level and not appropriate for beginners.	☐ The content is at the level and is appropriate for beginners.	☐ Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	☐ Instructor does not identify lesson goals to participants.	☐ Instructor clearly states lesson goals to participants.	☐ Instructor states lesson goals at the beginning of the lesson and explains why the goal is important.
	Effective use of key learning points	☐ Doesn't use key points. ☐ Provides an overload of key points (more than 5). ☐ Key points are incorrect. ☐ Explanation of key points is confusing and Instructor does not clarify.	☐ Uses 1-3 key points. ☐ Key points are consistent with discipline standards. ☐ Instructor uses age appropriate language to explain key points.	☐ 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	☐ Instructor does not use/identify a demonstration. ☐ Instructor is positioned so that participants cannot see.	☐ Instructor uses/identifies a demonstration. ☐ Instructor is positioned such that participants can see.	☐ Demonstration is conducted so all participants can clearly see and hear. ☐ Demonstration is conducted at a rate that allows all participants to clearly see and process the key teaching steps. ☐ The instructor asks questions about the demonstration.
	Effective use of feedback	☐ Feedback only identifies what to improve and not how to improve. ☐ More motivation than correction—participants are told “good job” instead of how to improve. ☐ Instructor speaks too quickly or quietly for participants to hear feedback.	☐ Instructor ensures group can hear them and Instructor ensures he/she can hear group. ☐ Instructor checks for understanding. ☐ Feedback is positive, specific, and is communicated to individuals and the group. ☐ Feedback is selective and not constant. ☐ Feedback provides enough information for participant to try to improve performance.	☐ Feedback is specific to the learning style of participants. ☐ Feedback covers all three learning styles: verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners. ☐ Instructor's voice is clear and audible for entire lesson.
	Instructor facilitates skill practice	☐ Participants are not given an opportunity to practice after feedback is given. ☐ Activities do not provide an opportunity for participants to practice the goal of the lesson.	☐ Instructor provides opportunities for participants to incorporate feedback. ☐ Instructor provides opportunities for participants to practice new skills. ☐ Activities provide an opportunity for participants to practice lesson goal.	☐ Practice progressions are structured to facilitate an improvement in the participant's performance.
	Reinforcement of participant's effort and performance.	☐ Instructor does not address each individual. ☐ Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	☐ Instructor speaks to each individual with a positive and constructive comment on their performance.	☐ Instructor reinforces efforts by encouraging problem solving and independent thinking. ☐ Interventions are specific to individuals and enables participant to take greater ownership over learning objectives.
	Use of two-way communication	☐ Instructor does all the talking in the lesson—talks for more than 50% of the time. ☐ Instructor does not react to participant's response.	☐ Instructor asks at least one question regarding participants reaction/understanding of an activity. ☐ Instructor reacts to participant's response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	☐ Instructor consistently uses questioning to help participants reflect on performance. ☐ Instructor asks each rider a question and affirms/corrects/clarifies.