



NATIONAL COACHING CERTIFICATION PROGRAM

ENGLISH

COMPETITION COACH

CRITERIA AND EVIDENCES RUBRIC

MAY, 2012



**National
Coaching
Certification
Program**



**Programme
national de
certification des
entraîneurs**

INTRODUCTION TO COMPETITION

COMPETITION COACH – ENGLISH

CRITERIA AND EVIDENCES RUBRIC

An NCCP certified COMPETITION COACH will be able to:

1. Plan lesson/schooling sessions
2. Teach lessons/conduct schooling sessions
3. Analyze performance of horses and riders
4. Make Ethical Decisions. (No rubric - evaluated on line)

NB COMPETITION COACHES must achieve the STANDARD OR the ADVANCED standard in each task. ****

*** Outcome #2 A – Ensuring that the environment is safe
and Outcome #2 D – The lunging lesson - do not provide for an ADVANCED standard

RE: TASK #1 and #2 - RIDERS ARE IN A COMPETITION CONTEXT I.E. THEY ARE PREPARING TO GO TO A SHOW.
LUNGING LESSON – THE “STUDENT” HAS NOT LUNGED BEFORE

Task – Competition Coach	NCCP Outcome Evaluated
Plan two lesson/schooling sessions <ol style="list-style-type: none"> 1. On the Flat 2. Over Fences 	<p style="text-align: center;">Outcome #1& 4 Planning a Lesson/Schooling Session To include</p> <ol style="list-style-type: none"> a. Logistics b. Appropriate activities & c. Emergency Action Plan (EAP) (One only for home venue) <p style="text-align: center;">Outcome #2</p>
Teach Four lessons <ol style="list-style-type: none"> 1. Teach a Lesson on the Flat (Group of 3 riders) 2. Teach a Lesson over Fences (Group of 3 riders) 3. Teach an Equitation Lesson (One rider) 4. Teach a student how to lunge a horse 	<p style="text-align: center;">Provide Support to Riders/Horses in Training</p> <ol style="list-style-type: none"> a. Ensure that the lesson/schooling environment is safe b. Implement an appropriately structured and organized lesson c. Make interventions that promote learning
Detect and correct errors in riders and horses	<p style="text-align: center;">Outcome # 3 Analyze performance</p> <ol style="list-style-type: none"> a. Detect errors b. Correct errors

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION		
<i>A - Identify appropriate logistics for lesson/schooling session</i>		
Not Sufficient	Competition Coach - Standard	Competition Coach - Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Plan has a basic structure, but does not clearly identify main segments or time line of practice <input type="checkbox"/> Practice plan goals and objectives are vague and not clearly identified. 	Coach presents a lesson plan that: <ul style="list-style-type: none"> <input type="checkbox"/> Identifies potential risk factors. <input type="checkbox"/> Identifies basic information, including date, time, location, number of athletes, and level of athletes. <input type="checkbox"/> Is organized into main segments that include introduction, warm-up, main part, cool-down and conclusion. <input type="checkbox"/> Identifies the duration of the practice and each practice segment on a timeline. <input type="checkbox"/> Identifies an overall goal that will be addressed in the lesson. (Includes technical knowledge) <input type="checkbox"/> Indicates basic logistical needs (i.e., facilities and equipment) to match the overall goal <input type="checkbox"/> A list of key factors (steps) or general teaching points that relate to the overall goal (Includes technical knowledge) <input type="checkbox"/> Provides evidence of optimal use of the available time and equipment to promote a high degree of active engagement time, learning, and training on the part of riders/horses. <input type="checkbox"/> Identifies specific objectives for each activity and a list of key factors or teaching points for each activity. (Includes technical knowledge) 	As in standard, plus coach: <ul style="list-style-type: none"> <input type="checkbox"/> Identifies training priorities and objectives that are appropriate for the time of the season and reflect the sport's recommendations and guidelines. (Includes technical knowledge) <input type="checkbox"/> Identifies where the practice is located within context of season or annual plan. <input type="checkbox"/> Provides clear rationale (reasons) for each goal and objective, based on objectively identified rider's needs. <input type="checkbox"/> Identifies how each goal is consistent with NCCP/ LTED growth and development principles - Learning & Training to Ride/Compete

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION		
<i>B – Identify appropriate activities for each part of the lesson</i>		
Not Sufficient	Competition Coach - Standard	Competition Coach - Advanced
Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Do not link to overall purpose of practice. <input type="checkbox"/> Do not reflect awareness of safety. <input type="checkbox"/> Are not consistent with NCCP/Equestrian LTED growth and development principles. I.e. too advanced 	Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Reflect safety awareness and control for potential risk factors <input type="checkbox"/> Are effectively described (e.g., diagrams, explanations, key points). <input type="checkbox"/> Are purposeful and link to overall lesson goal. <input type="checkbox"/> Are allotted enough time to develop the skills or tactics identified by the goal. <input type="checkbox"/> Are sequenced properly to promote learning and skill development and induce the desired training effect. (Includes technical knowledge) <input type="checkbox"/> Contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the rider/horse. <input type="checkbox"/> Identify key factors (coaching points). (Includes technical knowledge) <input type="checkbox"/> Contribute to the development of athletic abilities in horse/rider, are appropriate for the sport, and are consistent with LTED. 	As in standard, plus lesson activities: <ul style="list-style-type: none"> <input type="checkbox"/> Are created or designed for the specific needs of the rider/horse based on analysis of performance in competition. (Includes technical knowledge) <input type="checkbox"/> Integrate mental skills and strategies such as visualization, goal setting, and focusing strategies. <input type="checkbox"/> Are purposely integrated to promote skill development and are consistent with the NCCP/Equestrian LTED skill development guidelines. <input type="checkbox"/> Include practice conditions and/or variations in activities, which purposefully create challenges that elicit specific training effect. <input type="checkbox"/> Promote basic concepts of decision- making. <input type="checkbox"/> Contribute to development of specific physical abilities. <input type="checkbox"/> Include the use of goal setting and indicate specific criteria for assessing athlete achievement. (Includes technical knowledge) <input type="checkbox"/> Are appropriate to the time and location in the seasonal program.

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION

C – Design an Emergency Action Plan

Not Sufficient	Competition Coach - Standard	Competition Coach - Advanced
<p><input type="checkbox"/> The emergency action plan is not available or incomplete.</p>	<p>A one- or two-page emergency action plan includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location of a fully stocked first aid kit, horse and human. <input type="checkbox"/> Designated charge person and call person with roles and responsibilities. <input type="checkbox"/> The date of latest review of contents and condition of first aid kits; horse and human <input type="checkbox"/> Location of phones and emergency telephone numbers- including vet <input type="checkbox"/> Specific directions to reach the facility <input type="checkbox"/> Location of fire extinguishers 	<p>As in standard, plus EAP includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location of medical profiles for each horse/rider under the coach's care. <input type="checkbox"/> A diagram of the facility included <input type="checkbox"/> Evidence that horse and rider profiles are well organized, updated and are kept in a secure location to protect privacy. (Assuming coach's own facility) <input type="checkbox"/> Emergency Fire/ flood evacuation plan (if applicable)

**NB THE PLAN SHOULD CONSIDER THAT RIDERS ARE IN A COMPETITION CONTEXT
I.E. THEY ARE PREPARING TO GO TO A SHOW.**

NB: THE RIDERS ARE IN A COMPETITION CONTEXT I.E. THEY ARE PREPARING TO GO TO A SHOW.

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING – TEACH LESSONS	
<i>A - Ensure that the lesson/schooling environment is safe</i>	
(Not Sufficient)	Competition Coach - Standard no Advanced
Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the potential risks but does nothing to adjust the practice environment to enable safety. <input type="checkbox"/> Does not survey practice environment prior to practice. <input type="checkbox"/> Does not address dangerous factors in the training/lesson environment. 	Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Is able to critically reflect on safety concerns (risk management) before lesson. <input type="checkbox"/> Takes steps to minimize risk to participants before and throughout the practice – (includes equipment (tack check), adapting to environmental, equine factor). <input type="checkbox"/> Reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate. I.e. Illegal fences/tack <input type="checkbox"/> Forecasts dangerous factors and makes immediate adjustments so that horses and riders are not at risk.

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING TEACH LESSONS		
<i>B - Implement an appropriately structured and organized lesson</i>		
(Not Sufficient)	Competition Coach - Standard	Competition Coach - Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> There is no clear structure to the lesson. <input type="checkbox"/> Coach does not use appropriate activities. <input type="checkbox"/> Coach does not provide evidence of planning (practice plan). 	Organization Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Ensures equipment is available and ready to use <input type="checkbox"/> Demonstrates adequate use of space and equipment. <input type="checkbox"/> Engages riders 50% of the time or more <input type="checkbox"/> Delivers lesson in organized segments i.e. Introduction, demonstration and explanation. <input type="checkbox"/> Uses logical and evident progressions. (Should be prepared to present three). <input type="checkbox"/> Breaks are provided for recovery as required Technical Knowledge & Content <ul style="list-style-type: none"> <input type="checkbox"/> Implements activities that contribute to the development of technical skills, tactics, and athletic abilities. <input type="checkbox"/> Adequately sequences activities to enhance learning or specific training effects Flexibility <ul style="list-style-type: none"> <input type="checkbox"/> Makes adjustments depending on the reaction and performance of the rider/horse in the activity. <input type="checkbox"/> Makes adjustments that enable the objectives of the lesson to be achieved. Miscellaneous <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professionalism/positive image of the sport 	As in standard plus coach: Technical Knowledge & Content <ul style="list-style-type: none"> <input type="checkbox"/> Provides activities that clearly identify the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific coaching moments (cognitive triggers) to enhance learning. Flexibility <ul style="list-style-type: none"> <input type="checkbox"/> Adapts the lesson activities to provide the appropriate challenge. <input type="checkbox"/> Implements a variety of options for adapting the practice to ensure adequate learning. <input type="checkbox"/> Makes adjustments based on an analysis of rider/horse performance. <input type="checkbox"/> Modifies practice activities to address context-specific circumstances or logistics and to create a specific training effect (physical or motor). <input type="checkbox"/> Adapts lesson activity to increase challenge or to ensure optimal learning opportunities.

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING TEACH LESSONS		
<i>C - Make interventions that promote learning</i>		
(Not Sufficient)	Competition Coach - Standard	Competition Coach - Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Feedback and instruction only identify what to improve, and not how to improve. <input type="checkbox"/> Coach uses an explanation but does not identify any key learning points. <input type="checkbox"/> Coach uses demonstration but participants are not in an optimal position to see and hear. <input type="checkbox"/> Limited intervention is made to clarify key learning objectives. <input type="checkbox"/> No or few questions are asked <input type="checkbox"/> Feedback does not match performance <input type="checkbox"/> Focus is on performance at the expense of learn 	<p>Explanation and Demonstration Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses explanation and identifies 1–3 key learning points. <input type="checkbox"/> Provides clear, concise explanations, providing opportunities for the riders to ask questions <input type="checkbox"/> Clarifies key learning objectives and performance factors (feedback, instruction) with riders before engaging in the activity. <input type="checkbox"/> Uses demonstrations, and participants are in an optimal position to see and hear. <p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses positive, respectful and specific language when providing verbal interventions <input type="checkbox"/> Provides feedback and instruction that clearly identifies what to improve and how to improve. <input type="checkbox"/> Uses feedback during the lesson to constructively reinforce riders' effort and performance <input type="checkbox"/> Makes interventions such that riders have adequate time to practice skill or tactic. <input type="checkbox"/> Maintains a positive outlook and acknowledges rider's needs and thoughts. <p>Teaching Knowledge & Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify and use appropriate techniques that address individual learning styles and that optimize learning. <input type="checkbox"/> Demonstrates an understanding of factors that may affect learning. I.e. nerves (technical knowledge) <input type="checkbox"/> Creates and integrates opportunities for the rider to apply basic decision making (technical knowledge) <input type="checkbox"/> Demonstrates an understanding of the difference between learning and performance (technical knowledge) <input type="checkbox"/> Adheres to the appropriate skill development model- LTED <input type="checkbox"/> Makes adjustments based on reaction and performance <input type="checkbox"/> Lesson content matches lesson goal(s). <p>Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Riders are encouraged to ask questions <input type="checkbox"/> Uses questioning to help rider to reflect on performance. <input type="checkbox"/> Reinforces correct performance by facilitating appropriate interventions (e.g., feedback, questioning, using a demonstration) to identify the key factors that were properly executed <p>Miscellaneous</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes a positive image of the sport and models the image to riders and other stakeholders <input type="checkbox"/> Identifies appropriate expectations for rider behaviour and reinforces these expectations when appropriate. 	<p>As in the standard plus Coach:</p> <p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides feedback which is evaluative, prescriptive and descriptive <input type="checkbox"/> Analyzes when to limit feedback to promote critical thinking <p>Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides specific feedback to individual riders and enables each rider to take greater ownership over specific performance factors and learning objectives. <input type="checkbox"/> Uses questions to facilitate awareness and critical thinking <input type="checkbox"/> Emphasizes independent thinking and problem solving. <p>Teaching Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates mental preparation strategies into the lesson <input type="checkbox"/> Encourages calculated risks to enhance performance in accordance with the NCCP code of ethics. <input type="checkbox"/> Selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment.

**OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING
TEACH LESSONS
D – Lunge Lesson – Teach a student how to lunge
NO ADVANCED STANDARD**

	Not Sufficient	Minimum standards
SAFETY	<p>Organization:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The coach moves around the horse, showing hesitation and a lack of confidence and experience. <input type="checkbox"/> The coach fails to observe and instruct <input type="checkbox"/> Reins and stirrups are not well secured <input type="checkbox"/> Tack not checked or checked but not adjusted if required <input type="checkbox"/> No boots/polos on horse <input type="checkbox"/> Girth is too loose or too tight <input type="checkbox"/> Equipment is in poor condition – broken, cracked, stitching coming undone. <input type="checkbox"/> Coach drops the whip on the ground <input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked. No gloves and or wearing spurs 	<p>Organization - the coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moves around the horse efficiently, demonstrating experience and a high comfort level. <input type="checkbox"/> Discusses and explains what is required to the “student” <input type="checkbox"/> Involves the “student” in tack adjustment as required. <input type="checkbox"/> Uses “teachable moments” <p>The coach demonstrates, observes and instructs the student</p> <p>To ensure that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Girth is tight, reins and stirrups secured if using a saddle. <input type="checkbox"/> Surcingle/saddle is fitted correctly. <input type="checkbox"/> Horse is protected with boots/polos <input type="checkbox"/> Equipment is in good condition <input type="checkbox"/> Lunge line and whip are neatly and safely gathered while equipment is being checked. <input type="checkbox"/> Student and coach are wearing gloves and no spurs <p>Side reins:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length of side reins checked before presenting the horse for lunging <input type="checkbox"/> Correctly attached to saddle or surcingle <input type="checkbox"/> Purpose and fitting briefly explained to the student
	<p>Risk management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The coach does not ensure the horse is suitable. <p>The coach fails to observe and instruct the student about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaving doors / gates open and ignores potential hazards <input type="checkbox"/> Addressing dangerous factors or potential risks that are present. E.g. loose dog, inappropriate “hot” horse. <p>Why the horse is or is not appropriate</p>	<p>Risk Management - the coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses and explains what is required to the “student” re safety <input type="checkbox"/> Has researched the horse to ensure suitability. <input type="checkbox"/> Involves the “student” as much as possible. <input type="checkbox"/> Uses “teachable moments” <p>The coach demonstrates, observes and instructs the student to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that all doors/gates are shut and that all equipment / area is safe. <input type="checkbox"/> Makes adjustments to lesson after a dangerous situation has become evident. E.g. Heavy rain is creating noise which frightens the horses <input type="checkbox"/> Quickly adapt to a situation that emerge during the session (e.g. unexpected bad weather, a ‘hot’ horse).
Lunging Technique While demonstrating to the “student”	<p>The coach does not instruct or correct the student when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lunge line is wrapped around hand <input type="checkbox"/> Lunge line is dragged on ground <input type="checkbox"/> The lunge line is incorrectly attached (i.e. Not one of the four accepted methods) <input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked <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"/> Student cracks the whip. <input type="checkbox"/> The student 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"/> Does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in <input type="checkbox"/> Is unable to use body/voice to effectively control horses movement <input type="checkbox"/> Side reins are too long/short 	<p>The coach demonstrates, observes and instructs the student how to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold the lunge line safely in one hand or in two hands with excess line held in opposite hand <input type="checkbox"/> Avoid the lunge line touching the ground <input type="checkbox"/> Fluidly adjust the length of the lunge line as necessary <input type="checkbox"/> Manage the lunge whip effectively and how to position it as required for optimal effect <input type="checkbox"/> Coach is able to explain why he/she chose this method of attaching the lunge line <input type="checkbox"/> Use whip effectively and avoid dropping <input type="checkbox"/> Maintain an even size and shape of circle <input type="checkbox"/> Maintain correct triangle of control with whip and horse <input type="checkbox"/> Use voice, whip and/or body language effectively to control horse’s movement. <input type="checkbox"/> Maintain/adjust position throughout as required <input type="checkbox"/> Adjust the side reins correctly for the demonstration (Not required when the student lunges)

--	--	--

Teaching	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not identify lesson goals to student <input type="checkbox"/> Does not use key teaching points <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Uses key points (information) that is/are incorrect <input type="checkbox"/> Explanation of key points is confusing and coach does not clarify <input type="checkbox"/> Does not ask questions <input type="checkbox"/> Does not address a particular problem to correct <input type="checkbox"/> Is unable to match the correction with the intended results or improvement desired. <input type="checkbox"/> Moves to next progression before basic progression is completed. <input type="checkbox"/> Does not produce improvement <p>Demonstrates unsafe technique</p>	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states WHAT is being demonstrated <input type="checkbox"/> States lesson goals at the beginning of the lesson and explains WHY lunging is important <input type="checkbox"/> Uses 1-3 key teaching points to explain HOW to lunge. <input type="checkbox"/> Uses key points that are consistent with discipline standards (technically correct) <input type="checkbox"/> Uses age appropriate language to explain key points. <input type="checkbox"/> Uses analogies and examples from participant's experiences to reinforce key learning points <input type="checkbox"/> Clearly explains the process <input type="checkbox"/> Coach uses questions to help the "student" reflect on performance or to check for understanding <input type="checkbox"/> Ensures that "Student" participates 50% or more of the time provided. <input type="checkbox"/> Provides specific instructions designed to improve the "student's" lunging technique. <input type="checkbox"/> Identifies a root problem in the technique and provides corrections <input type="checkbox"/> Produces a clear improvement in the student's lunging technique.
----------	--	--

NB CONSIDER THAT THE 'STUDENT' HAS NEVER LUNGED BEFORE

OUTCOME 3: ANALYZE PERFORMANCE		
A - Detect performance errors – Ability to detect errors		
(Not Sufficient)	Competition Coach - Standard	Competition Coach - Advanced
Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Observes the skill from a single vantage point to detect performance factors. <input type="checkbox"/> Is able to identify key performance factors that contribute to errors in performance, but cannot select the most critical factor that will have the greatest impact on performance. <input type="checkbox"/> Scans lesson environment infrequently and pays little attention to skill execution. <input type="checkbox"/> Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors. <input type="checkbox"/> Is only able to explain how the error relates to the overall performance but does not indicate why it is important 	Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Moves around practice environment to observe skills from the most optimal vantage points and scans all the athletes. <input type="checkbox"/> Is able to select the most critical factor that has a direct impact on performance. <input type="checkbox"/> Is able to reflect on potential causes of skill error (cognitive, affective motor). <input type="checkbox"/> Is able to consistently communicate how and why a critical error contributes to the performance. <input type="checkbox"/> Helps athletes to understand how errors affect overall performance by asking appropriate questions. 	As in the standard plus coach: <ul style="list-style-type: none"> <input type="checkbox"/> Helps the athletes to detect key performance factors and to understand how and why these errors affect overall performance. <input type="checkbox"/> Analyzes a variety of factors that could contribute to increased performance (e.g. athletic abilities in horse/rider, environmental factors, recovery and regenerative strategies for horse/rider, mental strategies for horse/rider etc) <input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance. <input type="checkbox"/> Reinforces application of competitive rules that relate to skill execution when appropriate. <input type="checkbox"/> Provides a rationale for identifying skills or tactics that need improvement, based on sport-specific analysis of performance. <input type="checkbox"/> Identifies errors that are consistent with athlete development guidelines for the appropriate stage of athlete development. LTED –Learning and Training to Ride/Compete

OUTCOME 3: ANALYZE PERFORMANCE		
B - Correct performance – Ability to correct errors		
(Not Sufficient)	Competition Coach - Standard	Competition Coach - Advanced
Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Corrects the rider by indicating what they did rather than identifying specific strategies for how to improve the performance. <input type="checkbox"/> Provides corrections that identify vague external factors rather than specific factors that contribute to improved performance 	Coach: <ul style="list-style-type: none"> <input type="checkbox"/> Makes specific corrections that identify how to improve the performance by prescribing key performance factors. <input type="checkbox"/> Identifies why the correction will have a beneficial effect on the performance and consistently identifies how to improve performance <input type="checkbox"/> Uses demonstrations to model correct performance. <input type="checkbox"/> Involves riders in a critical thinking process: What did you do? What should you do? What are you going to do to get better results? <input type="checkbox"/> Asks the rider's/parent consent for physical contact when assisting in correcting an error. <input type="checkbox"/> Identifies if the level of difficulty in the task is relevant to the rider's/horse's capabilities 	As in the standard plus coach: <ul style="list-style-type: none"> <input type="checkbox"/> Helps riders to identify individual corrections by asking open-ended questions. <input type="checkbox"/> Makes corrections focus athletes' attention towards external cues or on the anticipated effects of the movement rather than the on way the movement is performed (internal focus). External focus means concentrating on keeping the horse in a certain position during the movement; internal focus means concentrating on keeping a specific part of the body in a certain position during the movement. <input type="checkbox"/> Helps riders to increase awareness of basic corrections by asking closed questions.

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM

A - Outline program structure based on available training and competition opportunities

B - Identify program measures to promote rider/horse development

(Not Sufficient)	STANDARD	ADVANCED
<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach does not compare training-to-competition ratios to LTED – (Learn to Ride and/or Learn to Compete norms) <input type="checkbox"/> Coach does not calculate training-to-competition ratios. 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculates the ratio of training: competition opportunities within the monthly program <input type="checkbox"/> Compares the ratio of training: competition opportunities within own program to recommended norms pertaining to long-term equestrian development (LTED). <input type="checkbox"/> Identifies whether there are adequate training and competition opportunities for developmental potential based on LTED norms as a reference. 	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. <input type="checkbox"/> Correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with LTED norms (Learning and Training to Compete).
<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is unable to correctly prioritize athletic abilities within a given week <input type="checkbox"/> Is unable to identify objectives for each of the athletic abilities within a given week 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses NCCP or Equine Canada template or procedures to correctly identify the most important athletic abilities for a given week. <input type="checkbox"/> Correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities identified based on the week indicated. <input type="checkbox"/> Determines the total number of training or practice sessions and their duration and calculates the total training or practice time within weekly plan. <input type="checkbox"/> Provides a lesson plan that identifies appropriate types of exercises for rider/horse athletic abilities, and practice conditions for technical or tactical factors a week within the monthly plan. 	<p>As in standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determines whether the time required and the time available for athlete preparation is appropriately aligned based on NCCP or Equine Canada guidelines. I.e. can the athlete maintain an appropriate quality of life and prepare for competition. <input type="checkbox"/> Presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on training priorities and objectives. <input type="checkbox"/> Presents a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities. <input type="checkbox"/> Provides a lesson plan that identifies appropriate types of exercises for rider/horse athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans.

C - Develop practice plans that integrate seasonal training priorities

<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coach is only able to present a few lesson progressions. <input type="checkbox"/> Coach cannot present a planning calendar of logistical information 	<p>Coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify basic rider/horse information <input type="checkbox"/> Can indicate the length of the season, practice/lesson dates, and main competitions. <input type="checkbox"/> Can identify entry point for the majority of riders in the season plan. <input type="checkbox"/> Uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly plan one month factoring in seasonal logistics 	<p>As in the standard plus coach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects on possibility of starting earlier or finishing later in the season. <input type="checkbox"/> Uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly identify training objectives and priorities at critical times of the season. <input type="checkbox"/> Correctly calculates the length of the season given breaks and other logistics. <input type="checkbox"/> Presents logistical information on a planning calendar. <input type="checkbox"/> Correctly divides seasonal program into three main periods (preparation, competition, transition). <input type="checkbox"/> Correctly calculates the total number of competition and training days in the seasonal program.
--	---	--