



**NATIONAL COACHING CERTIFICATION PROGRAM**

**CONTEXT: INTRODUCTION TO COMPETITION**

**WESTERN  
COMPETITION COACH**

**CRITERIA AND EVIDENCES RUBRIC**

**APRIL 2012**

# INTRODUCTION TO COMPETITION

## **WESTERN COMPETITION COACH**

### **CRITERIA AND EVIDENCES RUBRIC**

**An NCCP certified COMPETITION COACH will be able to:**

- 1. Plan lessons/schooling sessions and create an EAP**
- 2. Coach students/conduct schooling sessions**
- 3. Analyze performance of horses and riders**

*Make Ethical Decisions. (No rubric - evaluated on line)*

NB COMPETITION COACHES must achieve the STANDARD in each task. \*\*\*\*

**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” IS LEARNING HOW TO IMPROVE A HORSE ON THE LUNGE LINE WITH SIDE REINS**

<b>Task</b>	<b>NCCP Outcome Evaluated</b>
<p style="text-align: center;"><b>Plan Two lesson/schooling sessions</b> (Topic from the list of the candidate's choice)</p> <ol style="list-style-type: none"> <li>1. On the Rail</li> <li>2. On a Maneuver</li> </ol>	<p style="text-align: center;"><b><u>Outcome #1</u></b> <b>Planning a Lesson/Schooling Session</b></p> <ol style="list-style-type: none"> <li>a. Identify logistics</li> <li>b. Identify appropriate activities</li> <li>c. Design an Emergency Action Plan (One only for home venue)</li> </ol>
<p style="text-align: center;"><b>Coach Students in Three lessons and teach One lunge lesson</b> (Maneuver topic is assigned by the Evaluator)</p> <ol style="list-style-type: none"> <li>1. Coach students in a Lesson on the Rail (Group of 3 riders, riding in one hand)</li> <li>2. Coach a student on a Basic Training Pattern (1 rider, may use 2 hands)</li> <li>3. Coach a student on a Maneuver (1 rider, may use 2 hands)</li> <li>4. Teach a student to improve a horse on the lunge line using side reins</li> </ol>	<p style="text-align: center;"><b><u>Outcome #2</u></b> <b>Provide Support to Riders/Horses in Training</b></p> <ol style="list-style-type: none"> <li>a. Ensure that the lesson/schooling environment is safe</li> <li>b. Implement an appropriately structured and organized lesson</li> <li>c. Make interventions that promote learning</li> <li>d. Introduce basic equine training skills</li> </ol>
<p style="text-align: center;">Detect and correct errors in riders and horses</p>	<p style="text-align: center;"><b><u>Outcome #3</u></b> <b>Analyze performance</b></p> <ol style="list-style-type: none"> <li>a. Detect errors</li> <li>b. Correct errors</li> </ol>

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION <i>A - Identify appropriate logistics for lesson/schooling session</i>		
Logistics	Not Sufficient	Competition Coach - Standard
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan has a basic structure, but does not clearly identify main segments or time line of practice</li> <li><input type="checkbox"/> Practice plan goals and objectives are vague and not clearly identified.</li> </ul>	Coach presents a lesson plan that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies potential <b>risk factors</b>.</li> <li><input type="checkbox"/> Identifies <b>basic information</b>, including date, time, location, number of athletes, and level of athletes.</li> <li><input type="checkbox"/> Is organized into <b>main segments</b> that include introduction, warm-up, main part, cool-down and conclusion.</li> <li><input type="checkbox"/> Identifies the <b>duration</b> of the practice and each practice segment on a timeline.</li> <li><input type="checkbox"/> Identifies an <b>overall goal</b> that will be addressed in the lesson. (Includes technical knowledge)</li> <li><input type="checkbox"/> Indicates basic <b>logistical needs</b> (e.g. facilities and equipment) to match the overall goal</li> <li><input type="checkbox"/> A list of <b>key factors (steps)</b> or general <b>teaching points</b> that relate to the overall goal (Includes technical knowledge)</li> <li><input type="checkbox"/> Provides evidence of <b>optimal use of the available time</b> and equipment to promote a high degree of active engagement time, learning, and training on the part of riders/horses.</li> <li><input type="checkbox"/> Identifies <b>specific objectives for each activity</b> and a list of key factors or teaching points for each activity. (Includes technical knowledge)</li> </ul>

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION <i>B – Identify appropriate activities for each part of the lesson</i>		
Activities	Not Sufficient	Competition Coach - Standard
	Activities: <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not link to overall purpose of practice.</li> <li><input type="checkbox"/> Do not reflect awareness of safety.</li> <li><input type="checkbox"/> Are not consistent with NCCP/Equestrian LTED growth and development principles. I.e. too advanced</li> </ul>	Activities: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect <b>safety awareness</b> and control for potential risk factors</li> <li><input type="checkbox"/> Are <b>effectively described</b> (e.g. diagrams, explanations, key points).</li> <li><input type="checkbox"/> Are <b>purposeful</b> and link to overall lesson goal.</li> <li><input type="checkbox"/> Are allotted <b>enough time</b> to develop the skills or tactics identified by the goal.</li> <li><input type="checkbox"/> Are <b>sequenced properly</b> to promote learning and skill development and induce the desired training effect. (Includes technical knowledge)</li> <li><input type="checkbox"/> <b>Contribute to the development of skill</b> and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the rider/horse.</li> <li><input type="checkbox"/> Identify <b>key factors</b> (coaching points). (Includes technical knowledge)</li> <li><input type="checkbox"/> Contribute to the <b>development of athletic abilities</b> in horse/rider, are appropriate for the sport, and are consistent with LTED.</li> </ul>

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION <i>C – Design an Emergency Action Plan</i>		
E. A. P.	Not Sufficient	Competition Coach - Standard
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The emergency action plan is not available or incomplete.</li> </ul>	A one- or two-page emergency action plan includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Location of <b>phones and emergency telephone numbers</b>- including vet</li> <li><input type="checkbox"/> Specific <b>directions to reach the facility</b></li> <li><input type="checkbox"/> Specific <b>directions to reach a hospital</b></li> <li><input type="checkbox"/> Location of a fully stocked <b>First Aid kit, horse and human</b></li> <li><input type="checkbox"/> The date of latest review of <b>contents and condition of First Aid kits</b>; horse and human</li> <li><input type="checkbox"/> Location of <b>fire extinguishers</b></li> <li><input type="checkbox"/> Designated <b>charge person and call person with roles</b> and responsibilities.</li> <li><input type="checkbox"/> Location of <b>medical profiles for horse/riders</b> under coach's care</li> <li><input type="checkbox"/> Emergency Fire/Flood <b>evacuation plans</b> (if applicable)</li> </ul>

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING - COACH STUDENTS <i>A - Ensure that the lesson/schooling environment is safe</i>		
<b>Safety</b>	(Not Sufficient)	Competition Coach - Standard
	Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the potential risks but does nothing to adjust the practice environment to enable safety.</li> <li><input type="checkbox"/> Does not survey practice environment prior to practice.</li> <li><input type="checkbox"/> Does not address dangerous factors in the training/lesson environment.</li> </ul>	<b>Safety</b> Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Is able to critically <b>reflect on safety concerns</b> (risk management) before lesson</li> <li><input type="checkbox"/> <b>Takes steps to minimize risk to participants</b> before and throughout the practice – (includes equipment (tack check), adapting to environmental, equine factor)***</li> <li><input type="checkbox"/> <b>Identifies appropriate expectations for behaviour</b> and reinforces when appropriate (e.g. rough hands, overuse of other aids)</li> <li><input type="checkbox"/> <b>Forecasts dangerous factors</b> and makes immediate adjustments so that horses and riders are not at risk***</li> </ul>

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING - COACH STUDENTS <i>B - Implement an appropriately structured and organized lesson</i>		
<b>Structure/Organize Lesson</b>	(Not Sufficient)	Competition Coach - Standard
	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is no clear structure to the lesson.</li> <li><input type="checkbox"/> Coach does not use appropriate activities.</li> <li><input type="checkbox"/> Coach does not provide evidence of planning (practice plan).</li> </ul>	<b>Organization</b> Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates <b>professionalism/positive image</b> of the sport</li> <li><input type="checkbox"/> Ensures <b>equipment is available and ready</b> to use</li> <li><input type="checkbox"/> Demonstrates <b>adequate use of space</b> and equipment.</li> <li><input type="checkbox"/> <b>Engages riders 50%</b> of the time or more</li> <li><input type="checkbox"/> Delivers lesson in <b>organized segments</b> e.g. Introduction, demon, explanation, activities</li> <li><input type="checkbox"/> Uses <b>logical and evident progressions</b>. (Should be prepared to present three).</li> <li><input type="checkbox"/> <b>Breaks are provided</b> for recovery as required</li> </ul> <b>Technical Knowledge &amp; Content</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements <b>activities that contribute to the development of technical skills</b>, tactics, and athletic abilities.</li> <li><input type="checkbox"/> Adequately <b>sequences activities</b> to enhance learning or specific training effects</li> </ul> <b>Flexibility</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes <b>adjustments depending on the reaction</b> and performance of the rider/horse in the activity.</li> <li><input type="checkbox"/> Makes adjustments that enable the <b>objectives of the lesson to be achieved</b>.</li> </ul>

\*\*\*Candidate may be asked questions if evidence is not shown during lesson.

<b>OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING COACH STUDENTS</b>	
<b><i>C - Make interventions that promote learning</i></b>	
<b>(Not Sufficient)</b>	<b>Competition Coach - Standard</b>
<b>Interventions that promote Learning</b>	<p><b>Explanation and Demonstration</b></p> <p>Coach:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses explanation and identifies <b>1–3 key learning points</b>.</li> <li><input type="checkbox"/> Provides <b>clear, concise explanations</b>, providing opportunities for the <b>riders to ask questions</b></li> <li><input type="checkbox"/> Clarifies <b>key learning objectives</b> and performance factors (feedback, instruction) with riders before engaging in the activity.</li> <li><input type="checkbox"/> <b>Uses demonstrations</b> where students are in an optimal position to see and hear.</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Uses positive, respectful and specific language</b> when providing verbal interventions</li> <li><input type="checkbox"/> Provides feedback and instruction that clearly identifies <b>what</b> to improve and <b>how</b> to improve.</li> <li><input type="checkbox"/> Uses feedback during the lesson to <b>constructively reinforce riders' effort</b> and performance</li> <li><input type="checkbox"/> Makes interventions such that <b>riders have adequate time to practice skill or tactic</b></li> <li><input type="checkbox"/> Maintains a <b>positive outlook and acknowledges rider's needs</b> and thoughts</li> </ul> <p><b>Teaching Knowledge &amp; Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can <b>identify</b> and use appropriate techniques that address <b>individual learning styles and that optimize learning</b></li> <li><input type="checkbox"/> Demonstrates an <b>understanding of factors that may affect learning</b>. e.g. nerves (technical knowledge)</li> <li><input type="checkbox"/> Creates and integrates opportunities for the <b>rider to apply basic decision making</b> (technical knowledge)</li> <li><input type="checkbox"/> Demonstrates an understanding of the <b>difference between learning and performance</b> (technical knowledge)</li> <li><input type="checkbox"/> Adheres to the <b>appropriate skill development model- LTED</b></li> <li><input type="checkbox"/> <b>Makes adjustments based on reaction</b> and performance</li> <li><input type="checkbox"/> Lesson <b>content matches lesson goal(s)</b></li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Riders</b> are encouraged to <b>ask questions</b></li> <li><input type="checkbox"/> Uses questioning to help <b>rider to reflect on performance</b></li> <li><input type="checkbox"/> <b>Reinforces correct performance by facilitating appropriate interventions</b> (e.g. feedback, questioning, using a demonstration) to identify the key factors that were properly executed</li> </ul>

**NB CONSIDER THAT THE 'STUDENT' HAS NEVER LUNGED WITH SIDE REINS BEFORE**

**OUTCOME 2: SUPPORTING RIDERS/HORSES IN TRAINING**

**D. Introduce basic equine training skills**

**Lunge Lesson – Teach a student how to improve a horse on the lunge line with side reins**

	Not Sufficient	Competition Coach Standard
<b>Safety</b>	<p><b>Safety</b>  <b>Organization:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The coach moves around the horse, showing hesitation and a lack of confidence and experience.</li> <li><input type="checkbox"/> The coach fails to observe and instruct safety rules</li> </ul>	<p><b>Safety</b></p> <p><b>Organization - the coach:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Moves around the horse efficiently</b>, demonstrating experience and a high comfort level</li> <li><input type="checkbox"/> <b>Discusses and explains</b> what is required while reminding the “student” about safety rules</li> <li><input type="checkbox"/> <b>Involves the “student” in tack adjustment</b> as required</li> <li><input type="checkbox"/> <b>Uses “teachable moments”</b></li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cinch is too loose or too tight.</li> <li><input type="checkbox"/> Reins are not well secured</li> <li><input type="checkbox"/> Tack not checked or checked but not adjusted if required</li> <li><input type="checkbox"/> Equipment is in poor condition – broken, cracked, stitching coming undone.</li> <li><input type="checkbox"/> No boots/polos on horse</li> <li><input type="checkbox"/> Coach drops or throws the whip on the ground instead of placing it safely to adjust side reins</li> <li><input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked.</li> <li><input type="checkbox"/> No gloves and or wearing spurs</li> <li><input type="checkbox"/> Leaves doors/gates open and ignores potential arena hazards and unsafe tack</li> <li><input type="checkbox"/> Does not address dangerous factors or potential risks eg. loose dog, “hot” horse</li> <li><input type="checkbox"/> Cannot explain why the horse is or is not suitable</li> <li><input type="checkbox"/> Makes no/insufficient adjustments to dangerous situation</li> </ul>	<p><b>The coach demonstrates, observes and instructs the student</b>  <b>To ensure that:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cinch is tight, <b>surcingle/saddle is fitted correctly</b> and equipment is in good condition</li> <li><input type="checkbox"/> Horse is <b>protected with boots/polos</b></li> <li><input type="checkbox"/> <b>Lunge line and whip are neatly and safely gathered</b> while equipment is being checked.</li> <li><input type="checkbox"/> Student and coach are <b>wearing gloves and no spurs</b></li> <li><input type="checkbox"/> Ensure that all <b>doors/gates are shut</b> and that all equipment / area is safe</li> <li><input type="checkbox"/> Quickly adapts and makes <b>adjustments to lesson after a dangerous situation</b> has become evident (e.g. heavy rain frightens the horses, “hot” horse)***</li> <li><input type="checkbox"/> Horse is <b>initially lunged with no or loosened side reins</b> at a walk, jog and lope, in at least one direction</li> </ul>
	<p><b>Side Reins</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inexperienced</li> <li><input type="checkbox"/> Side reins attached incorrectly</li> <li><input type="checkbox"/> Purpose and/or fitting not explained or explained incorrectly</li> </ul>	<p><b>Side Reins:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates <b>obvious experience</b></li> <li><input type="checkbox"/> Side reins are <b>correctly attached to saddle or surcingle</b></li> <li><input type="checkbox"/> <b>Purpose and fitting explained to the student</b></li> </ul>
	<p><b>Risk management:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The coach does not ensure the horse is suitable.</li> </ul>	<p><b>Risk Management - the coach:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Discusses and explains</b> what is required to the “student” <b>re safety</b></li> <li><input type="checkbox"/> Has lunged the horse to <b>ensure suitability</b></li> <li><input type="checkbox"/> <b>Involves the “student”</b> as much as possible</li> <li><input type="checkbox"/> <b>Uses “teachable moments”</b></li> </ul>

**OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING**

**D. (continued) Introduce basic equine training skills**

**Lunge Lesson – Teach a student how to improve a horse on the lunge line with side reins**

<b>Technique/Skills</b>	<p><b>Technique</b></p> <p><b>The coach does not instruct or correct the student when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lunge line is wrapped around hand</li> <li><input type="checkbox"/> Lunge line is dragged on ground</li> <li><input type="checkbox"/> The lunge line is incorrectly attached (i.e. Not one of the four accepted methods)</li> <li><input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked</li> <li><input type="checkbox"/> Lunge whip is not placed safely on ground or held appropriately when adjusting side reins</li> <li><input type="checkbox"/> Lunge whip is held too high or low</li> <li><input type="checkbox"/> Student cracks the whip.</li> <li><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</li> <li><input type="checkbox"/> Circle too small/large</li> <li><input type="checkbox"/> Does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in</li> <li><input type="checkbox"/> Is unable to use body/voice to effectively control horses movement</li> <li><input type="checkbox"/> Side reins are too long/short</li> </ul>	<p><b>Technique</b></p> <p><b>The coach demonstrates, observes and instructs the student how to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold the <b>lunge line safely in one hand</b> with excess line held in opposite hand</li> <li><input type="checkbox"/> <b>Avoid</b> the lunge line <b>touching the ground</b></li> <li><input type="checkbox"/> <b>Fluidly adjust</b> the length of the lunge line as necessary</li> <li><input type="checkbox"/> <b>Manage the lunge whip effectively</b> and position it as required for optimal effect</li> <li><input type="checkbox"/> Coach is able to explain why he/she chose this <b>method of attaching the lunge line</b></li> <li><input type="checkbox"/> Manage the <b>whip effectively</b> by <b>holding it or placing it safely</b> on the ground when adjusting side reins</li> <li><input type="checkbox"/> Maintain an <b>even size and shape of circle</b> for most of lesson</li> <li><input type="checkbox"/> Maintain <b>correct triangle of control</b> with whip and horse for most of lesson</li> <li><input type="checkbox"/> Use <b>voice, whip and/or body language effectively</b> to control horse's movement.</li> <li><input type="checkbox"/> <b>Maintain/adjust position</b> throughout as required</li> <li><input type="checkbox"/> Ensure the <b>horse is moving forward from behind into the contact</b></li> <li><input type="checkbox"/> <b>Length of side reins are adjusted as required</b> to allow the horse to move correctly into the contact when lunged</li> <li><input type="checkbox"/> <b>Adjusts the side reins</b> during the session if too long/short <b>and explain why to the student</b></li> <li><input type="checkbox"/> <b>Reverse direction (when using a cavesson):</b> inside side rein is loosened (or detached) 1<sup>st</sup>, outside side rein is loosened (or detached) 2<sup>nd</sup>; reverse direction, tighten (attach) "new" outside side rein 1<sup>st</sup> and then tighten (attach) "new" inside side rein 2<sup>nd</sup></li> <li><input type="checkbox"/> <b>Reverse direction (when using a halter):</b> loosen (or detach) inside rein, detach lunge line snap from inside to centre ring, loosen (or detach) outside side rein; reverse direction, tighten (or attach) outside side rein, detach lunge line snap from centre to inside, tighten (or attach) inside side rein</li> </ul>
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<p align="center"><b>OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING</b>  <b>D. (continued) Introduce basic equine training skills</b></p> <p align="center"><b><i>Lunge Lesson – Teach a student how to improve a horse on the lunge line with side reins</i></b></p>		
	(Not Sufficient)	Competition Coach - Standard
<b>Teaching Skills</b>	<p><b>Teaching Skills</b></p> <p><b>Coach:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not identify lesson goals to student</li> <li><input type="checkbox"/> Does not use key teaching points</li> <li><input type="checkbox"/> Provides an overload of key points (more than 5)</li> <li><input type="checkbox"/> Uses key points (information) that is/are incorrect</li> <li><input type="checkbox"/> Explanation of key points is confusing and coach does not clarify</li> <li><input type="checkbox"/> Does not ask questions</li> <li><input type="checkbox"/> Does not address a particular problem to correct</li> <li><input type="checkbox"/> Is unable to match the correction with the intended results or improvement desired.</li> <li><input type="checkbox"/> Moves to next progression before basic progression is completed.</li> <li><input type="checkbox"/> Does not produce improvement</li> <li><input type="checkbox"/> Demonstrates unsafe technique for lunging and side rein use</li> </ul>	<p><b>Teaching Skills</b></p> <p><b>Coach:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly states <b>WHAT</b> is being demonstrated</li> <li><input type="checkbox"/> States lesson goals at the beginning of the lesson and explains <b>WHY</b> lunging with side reins is important</li> <li><input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> to fit and adjust side reins</li> <li><input type="checkbox"/> Uses key points that are <b>consistent with discipline standards</b> (technically correct)</li> <li><input type="checkbox"/> Uses <b>age appropriate language</b> to explain key points</li> <li><input type="checkbox"/> Uses analogies and examples from <b>participant's experiences</b> to reinforce key learning points</li> <li><input type="checkbox"/> <b>Clearly explains</b> the process</li> <li><input type="checkbox"/> Coach uses <b>questions to help the "student" reflect</b> on performance or to check for understanding</li> <li><input type="checkbox"/> Ensures that <b>"Student" participates 50%</b> or more of the time provided</li> <li><input type="checkbox"/> Provides <b>specific instructions</b> designed to <b>improve the "student's" lunging technique and knowledge of side rein use</b></li> <li><input type="checkbox"/> <b>Identifies a root problem</b> in the technique and <b>provides corrections</b></li> <li><input type="checkbox"/> Produces a <b>clear improvement in the student's lunging technique and knowledge of side rein use</b></li> </ul>

OUTCOME 3: ANALYZE PERFORMANCE		
A - Detect performance errors – Ability to detect errors		
Detect Errors	(Not Sufficient)	Competition Coach - Standard
	Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Observes the skill from a single vantage point to detect performance factors.</li> <li><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.</li> <li><input type="checkbox"/> Scans lesson environment infrequently and pays little attention to skill execution.</li> <li><input type="checkbox"/> Identifies effort and motivational factors that contribute to lack of performance rather than key technical or</li> <li><input type="checkbox"/> Is only able to explain <b>how</b> the error relates to the overall performance but does not indicate <b>why</b> it is important</li> </ul>	Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Moves around practice environment to <b>observe skills from the most optimal vantage points</b> and scans all the athletes</li> <li><input type="checkbox"/> Is able to <b>select the most critical factor</b> that has a direct impact on performance</li> <li><input type="checkbox"/> Is able to reflect on <b>potential causes of skill error</b> (cognitive, affective motor)</li> <li><input type="checkbox"/> Is able to consistently communicate <b>how</b> and <b>why</b> a critical error contributes to the performance</li> <li><input type="checkbox"/> Helps athletes to understand <b>how errors affect overall performance</b> by asking <b>appropriate questions</b></li> </ul>

OUTCOME 3: ANALYZE PERFORMANCE		
B - Correct performance – Ability to correct errors		
Correct Errors	(Not Sufficient)	Competition Coach - Standard
	Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Corrects the rider by indicating <b>what</b> they did rather than identifying specific strategies for how to improve the performance.</li> <li><input type="checkbox"/> Provides corrections that identify vague external factors rather than specific factors that contribute to improved performance</li> <li><input type="checkbox"/> Does not ask questions</li> </ul>	Coach: <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes specific corrections that identify <b>how</b> to improve the performance by prescribing key performance factors</li> <li><input type="checkbox"/> Identifies <b>why</b> the correction will have a beneficial effect on the performance</li> <li><input type="checkbox"/> Consistently identifies <b>how</b> to improve performance</li> <li><input type="checkbox"/> <b>Uses demonstrations</b> to model correct performance</li> <li><input type="checkbox"/> <b>Involves riders in a critical thinking process:</b> What did you do? What should you do? What are you going to do to get better results?</li> <li><input type="checkbox"/> Asks the rider's/parent <b>consent for physical contact</b> when assisting in correcting an error</li> <li><input type="checkbox"/> <b>Identifies if the level of difficulty in the task is relevant</b> to the rider's/horse's capabilities</li> </ul>