



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

Task	NCCP Outcome Evaluated
<p style="text-align: center;">Plan Two lesson/schooling sessions (Topic from the list of the candidate's choice)</p> <ol style="list-style-type: none"> 1. On the Rail 2. On a Maneuver 	<p style="text-align: center;"><u>Outcome #1</u> Planning a Lesson/Schooling Session</p> <ol style="list-style-type: none"> a. Identify logistics b. Identify appropriate activities c. Design an Emergency Action Plan (One only for home venue)
<p style="text-align: center;">Coach Students in Three lessons and teach One lunge lesson (Maneuver topic is assigned by the Evaluator)</p> <ol style="list-style-type: none"> 1. Coach students in a Lesson on the Rail (Group of 3 riders, riding in one hand) 2. Coach a student on a Basic Training Pattern (1 rider, may use 2 hands) 3. Coach a student on a Maneuver (1 rider, may use 2 hands) 4. Teach a student to improve a horse on the lunge line using side reins 	<p style="text-align: center;"><u>Outcome #2</u> 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 d. Introduce basic equine training skills
<p style="text-align: center;">Detect and correct errors in riders and horses</p>	<p style="text-align: center;"><u>Outcome #3</u> 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>		
Logistics	Not Sufficient	Competition Coach - Standard
	<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 (e.g. 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)

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"> <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.

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"> <input type="checkbox"/> The emergency action plan is not available or incomplete. 	A one- or two-page emergency action plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Location of phones and emergency telephone numbers- including vet <input type="checkbox"/> Specific directions to reach the facility <input type="checkbox"/> Specific directions to reach a hospital <input type="checkbox"/> Location of a fully stocked First Aid kit, horse and human <input type="checkbox"/> The date of latest review of contents and condition of First Aid kits; horse and human <input type="checkbox"/> Location of fire extinguishers <input type="checkbox"/> Designated charge person and call person with roles and responsibilities. <input type="checkbox"/> Location of medical profiles for horse/riders under coach's care <input type="checkbox"/> Emergency Fire/Flood evacuation plans (if applicable)

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING - COACH STUDENTS <i>A - Ensure that the lesson/schooling environment is safe</i>		
Safety	(Not Sufficient)	Competition Coach - Standard
	Coach: <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.	Safety Coach: <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"/> Identifies appropriate expectations for behaviour and reinforces when appropriate (e.g. rough hands, overuse of other aids) <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 - COACH STUDENTS <i>B - Implement an appropriately structured and organized lesson</i>		
Structure/Organize Lesson	(Not Sufficient)	Competition Coach - Standard
	<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: <input type="checkbox"/> Demonstrates professionalism/positive image of the sport <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 e.g. Introduction, demon, explanation, activities <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 <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 <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 .

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

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING COACH STUDENTS <i>C - Make interventions that promote learning</i>		
Interventions that promote Learning	(Not Sufficient)	Competition Coach - Standard
	<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</p> <p>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 where students 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. e.g. 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

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

OUTCOME 2: PROVIDE SUPPORT TO 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
Safety	<p>Safety 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 safety rules 	<p>Safety</p> <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 while reminding the “student” about safety rules <input type="checkbox"/> Involves the “student” in tack adjustment as required <input type="checkbox"/> Uses “teachable moments”
	<ul style="list-style-type: none"> <input type="checkbox"/> Cinch is too loose or too tight. <input type="checkbox"/> Reins are not well secured <input type="checkbox"/> Tack not checked or checked but not adjusted if required <input type="checkbox"/> Equipment is in poor condition – broken, cracked, stitching coming undone. <input type="checkbox"/> No boots/polos on horse <input type="checkbox"/> Coach drops or throws the whip on the ground instead of placing it safely to adjust side reins <input type="checkbox"/> Whip is moved in such a way as to scare the horse while tack is checked. <input type="checkbox"/> No gloves and or wearing spurs <input type="checkbox"/> Leaves doors/gates open and ignores potential arena hazards and unsafe tack <input type="checkbox"/> Does not address dangerous factors or potential risks eg. loose dog, “hot” horse <input type="checkbox"/> Cannot explain why the horse is or is not suitable <input type="checkbox"/> Makes no/insufficient adjustments to dangerous situation 	<p>The coach demonstrates, observes and instructs the student To ensure that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cinch is tight, surcingle/saddle is fitted correctly and equipment is in good condition <input type="checkbox"/> Horse is protected with boots/polos <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 <input type="checkbox"/> Ensure that all doors/gates are shut and that all equipment / area is safe <input type="checkbox"/> Quickly adapts and makes adjustments to lesson after a dangerous situation has become evident (e.g. heavy rain frightens the horses, “hot” horse)*** <input type="checkbox"/> Horse is initially lunged with no or loosened side reins at a walk, jog and lope, in at least one direction
	<p>Side Reins</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inexperienced <input type="checkbox"/> Side reins attached incorrectly <input type="checkbox"/> Purpose and/or fitting not explained or explained incorrectly 	<p>Side Reins:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates obvious experience <input type="checkbox"/> Side reins are correctly attached to saddle or surcingle <input type="checkbox"/> Purpose and fitting 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>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 lunged the horse to ensure suitability <input type="checkbox"/> Involves the “student” as much as possible <input type="checkbox"/> Uses “teachable moments”

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

Technique/Skills	<p>Technique</p> <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 not placed safely on ground or held appropriately when adjusting side reins <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>Technique</p> <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 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 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"/> Manage the whip effectively by holding it or placing it safely on the ground when adjusting side reins <input type="checkbox"/> Maintain an even size and shape of circle for most of lesson <input type="checkbox"/> Maintain correct triangle of control with whip and horse for most of lesson <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"/> Ensure the horse is moving forward from behind into the contact <input type="checkbox"/> Length of side reins are adjusted as required to allow the horse to move correctly into the contact when lunged <input type="checkbox"/> Adjusts the side reins during the session if too long/short and explain why to the student <input type="checkbox"/> Reverse direction (when using a cavesson): inside side rein is loosened (or detached) 1st, outside side rein is loosened (or detached) 2nd; reverse direction, tighten (attach) "new" outside side rein 1st and then tighten (attach) "new" inside side rein 2nd <input type="checkbox"/> Reverse direction (when using a halter): 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
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OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING <i>D. (continued) Introduce basic equine training skills</i> <i>Lunge Lesson – Teach a student how to improve a horse on the lunge line with side reins</i>		
	(Not Sufficient)	Competition Coach - Standard
Teaching Skills	Teaching Skills Coach: <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 <input type="checkbox"/> Demonstrates unsafe technique for lunging and side rein use 	Teaching Skills Coach: <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 with side reins is important <input type="checkbox"/> Uses 1-3 key teaching points to explain HOW to fit and adjust side reins <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 and knowledge of side rein use <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 and knowledge of side rein use

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"> <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 <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

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"> <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 <input type="checkbox"/> Does not ask questions 	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 <input type="checkbox"/> 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