



NATIONAL COACHING CERTIFICATION PROGRAM

Instructor - Drive

Criteria and Evidences Rubric





PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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INSTRUCTOR - DRIVE

CRITERIA AND EVIDENCES RUBRIC

An NCCP certified INSTRUCTOR will be able to:

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

NB INSTRUCTORS 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 lungeing lesson - do not provide for an ADVANCED standard

RE: TASK #1 and #2 - DRIVERS ARE IN A BEGINNER CONTEXT I.E. THEY ARE PREPARING TO LEARN TO DRIVE.
LUNGEING LESSON – THE “STUDENT” HAS NOT LUNGED BEFORE

Task – Instructor	NCCP Outcome Evaluated
Plan two lesson/schooling sessions <ol style="list-style-type: none"> 1. On the ground 2. In the carriage 	Outcome #1 Planning a Lesson/Schooling Session- To include <ol style="list-style-type: none"> a. Logistics b. Appropriate activities c. Emergency Action Plan (EAP) (One only for home venue)
Teach three lessons <ol style="list-style-type: none"> 1. Teach a Lesson on the Ground 2. Teach a Lesson with Horse and Carriage 3. Teach a student how to lunge/double lunge a horse 	Outcome #2 Provide Support to Drivers/Horses in Training <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 drivers and horses	Outcome #3 Analyze performance <ol style="list-style-type: none"> a. Detect errors b. Correct errors

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION

B – Identify appropriate activities for each part of the lesson

Not Sufficient	Instructor - Standard	Instructor - Advanced
<p>Activities:</p> <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 	<p>Activities:</p> <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 driver/horse. <input type="checkbox"/> Identify key factors (teaching points). (Includes technical knowledge) <input type="checkbox"/> Contribute to the development of athletic abilities in horse/driver, are appropriate for the sport, and are consistent with LTED. 	<p>As in standard, plus lesson activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are created or designed for the specific needs of the driver/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	Instructor - Standard	Instructor - 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/driver under the Instructor's care. <input type="checkbox"/> A diagram of the facility included <input type="checkbox"/> Evidence that horse and driver profiles are well organized, updated and are kept in a secure location to protect privacy. (Assuming Instructor's own facility) <input type="checkbox"/> Emergency Fire/ flood evacuation plan (if applicable)

OUTCOME 2: PROVIDE SUPPORT TO DRIVERS/HORSES IN TRAINING – TEACH LESSONS	
<i>A - Ensure that the lesson/schooling environment is safe</i>	
(Not Sufficient)	Instructor - Standard no Advanced
<p>Instructor:</p> <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. 	<p>Instructor:</p> <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 (harness check), adapting to environmental, equine factor). <input type="checkbox"/> Reinforces and teaches the correct application of basic driving skills that enable a safe practice where appropriate. I.e. harnessing, putting to <input type="checkbox"/> Forecasts dangerous factors and makes immediate adjustments so that horses and drivers are not at risk.

OUTCOME 2: PROVIDE SUPPORT TO DRIVERS/HORSES IN TRAINING TEACH LESSONS		
<i>B - Implement an appropriately structured and organized lesson</i>		
(Not Sufficient)	Instructor - Standard	Instructor - Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> There is no clear structure to the lesson. <input type="checkbox"/> Instructor does not use appropriate activities. <input type="checkbox"/> Instructor does not provide evidence of planning (practice plan). 	<p>Organization Instructor:</p> <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 drivers 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 <p>Technical Knowledge & Content</p> <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 <p>Flexibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes adjustments depending on the reaction and performance of the driver/horse in the activity. <input type="checkbox"/> Makes adjustments that enable the objectives of the lesson to be achieved. <p>Miscellaneous</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professionalism/positive image of the sport 	<p>As in standard plus Instructor:</p> <p>Technical Knowledge & Content</p> <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 teaching moments (cognitive triggers) to enhance learning. <p>Flexibility</p> <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 driver/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 DRIVERS/HORSES IN TRAINING TEACH LESSONS

C - Make interventions that promote learning

(Not Sufficient)	Instructor - Standard	Instructor - 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"/> Instructor uses an explanation but does not identify any key learning points. <input type="checkbox"/> Instructor 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 Instructor:</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 drivers to ask questions <input type="checkbox"/> Clarifies key learning objectives and performance factors (feedback, instruction) with drivers 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 drivers' effort and performance <input type="checkbox"/> Makes interventions such that drivers have adequate time to practice skill or tactic. <input type="checkbox"/> Maintains a positive outlook and acknowledges driver'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 driver 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"/> Drivers are encouraged to ask questions <input type="checkbox"/> Uses questioning to help driver 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 drivers and other stakeholders <input type="checkbox"/> Identifies appropriate expectations for driver behaviour and reinforces these expectations when appropriate. 	<p>As in the standard plus Instructor:</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 drivers and enables each driver 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 DRIVERS/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 Instructor moves around the horse, showing hesitation and a lack of confidence and experience. <input type="checkbox"/> The Instructor fails to observe and instruct <input type="checkbox"/> Reins and stirrups are not well secured <input type="checkbox"/> Harness 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"/> Instructor drops the whip on the ground <input type="checkbox"/> Whip is moved in such a way as to scare the horse while harness is checked. <input type="checkbox"/> No gloves 	<p>Organization - the Instructor:</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 harness adjustment as required. <input type="checkbox"/> Uses “teachable moments” <p>The Instructor demonstrates, observes and instructs the student 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 Instructor 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 lungeing <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 Instructor does not ensure the horse is suitable. <p>The Instructor 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. <input type="checkbox"/> Why the horse is or is not appropriate 	<p>Risk Management - the Instructor:</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 Instructor 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).
Lungeing Technique While demonstrating to the “student”	<p>The Instructor does not 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 harness 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 	<p>The Instructor 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"/> Instructor 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>Instructor:</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 Instructor 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 	<p>Instructor:</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 lungeing 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"/> Instructor 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" lungeing 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 lungeing technique.
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NB CONSIDER THAT THE 'STUDENT' HAS NEVER LUNGED BEFORE

OUTCOME 3: ANALYZE PERFORMANCE		
A - Detect performance errors – Ability to detect errors		
(Not Sufficient)	Instructor - Standard	Instructor - Advanced
<p>Instructor:</p> <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 	<p>Instructor:</p> <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. 	<p>As in the standard plus Instructor:</p> <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/driver, environmental factors, recovery and regenerative strategies for horse/driver, mental strategies for horse/driver etc) <input type="checkbox"/> Uses a variety of observational strategies (e.g., positioning, video, other Instructors, 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.

OUTCOME 3: ANALYZE PERFORMANCE
B - Correct performance – Ability to correct errors

(Not Sufficient)	Instructor Coach - Standard	Instructor Coach - Advanced
<p>Instructor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corrects the driver 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 	<p>Instructor:</p> <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 drivers 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 driver'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 driver's/horse's capabilities 	<p>As in the standard plus Instructor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps drivers 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 drivers to increase awareness of basic corrections by asking closed questions.