

Equine Canada

Instruction of Beginners

Observation Kit – Drive Rubrics

NCCP Certified Candidates of Beginners will be able to:

1. Plan lessons for beginner driver put to a vehicle.
2. Teach lessons to beginner driver.
3. Analyze performance of beginner driver.
4. Demonstrate basic stable management.
5. Make ethical decisions (not recorded at this evaluation).

| Task | Tool/Task | NCCP Outcome Being Evaluated |
|--------|--|---|
| Task A | Lesson Plan and EAP (Submitted prior to the evaluation) | 1. Planning a Practice |
| Task B | Teach driving lesson to a beginner driver | 2. Support Athletes in Training 3. Analyze performance of beginner driver |
| Task C | Teaching a driving student how to lunge | 2. Support to Athletes in Training 3. Analyze performance of beginner driver |
| Task D | Demonstrate basic stable management | 2. Support to Athletes in Training |
| Task E | Teach a ground driving lesson to a beginner | 2. Support to Athletes in Training 3. Analyze performance of beginner driver |

NOTE: There are three individuals referred to herein – the *Evaluator(s)*, appointed by the Discipline; the *Candidate Candidate/Coach*; and the *Driver*, a student undergoing instruction. This purpose of this rubric shall be a tool for Candidate/Coach Candidate performance debriefing on the task requirements of Chapter 11, *Driving Coach Resource Book*. The Evaluator(s) must devote undivided attention to the candidate’s demonstrations, not to paperwork; and be prepared to explain or demonstrate each task that does not meet the required standard. An Evaluation is not to be a sterile test environment or cause unnecessary stress. Candidates are either successful in demonstrating the standard or are debriefed with demonstration to ensure complete understanding of the standard. To receive points for “Exceptional quality”, the Candidate must have the elements listed under “Minimum standards” PLUS what is listed in the “Exceptional” column.

TASK A: LESSON PLAN and EAP (Submission prior to the Evaluation)

| Criteria | Evidence | Evidence is incorrect or incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|---|---|--|---|--|
| Appropriate and Structured Lesson Plan | Logistics information identified | <input type="checkbox"/> Logistics are incomplete or missing. | <input type="checkbox"/> Plan identifies basic logistics: date, time, location, name of driver and groom(s), level of athletes, etc. | <input type="checkbox"/> Logistics are detailed enough for another Candidate to clearly implement the plan. |
| | Required equipment identified | <input type="checkbox"/> Equipment is required, but not identified. <input type="checkbox"/> Identified equipment is inappropriate for beginners. <input type="checkbox"/> Identified equipment does not match planned activities. | <input type="checkbox"/> Required equipment is identified. <input type="checkbox"/> Equipment is relevant to planned activities | <input type="checkbox"/> A diagram of how equipment is to be set up is included in the plan. |
| | Appropriate goal / key elements for lesson | <input type="checkbox"/> Plan goals are not identified <input type="checkbox"/> Plan goals are vague and not clearly identified. | <input type="checkbox"/> Practice plan has a clearly identified goal that is consistent with Equine Canada Beginner Driver framework and NCCP growth & development principles | <input type="checkbox"/> Specific objectives are identified for each individual activity. |
| | Clear Lesson segments | <input type="checkbox"/> Plan has a base structure, but does not clearly identify main segments or timeline of practice. | <input type="checkbox"/> Plan is organized into main segments that includes introduction, objective, demonstration, warm-up, lesson body, cool-down and conclusion | <input type="checkbox"/> Detail is such that another qualified Candidate could easily implement this practice as per the intended timelines. |
| | Appropriate timeline for activities | <input type="checkbox"/> Timelines are not appropriate | <input type="checkbox"/> Duration of the practice and each segment are identified on a timeline <input type="checkbox"/> Enough time is allotted to each activity to achieve goals and activity time is maximized | <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the Driver. <input type="checkbox"/> Activities within the main part are a building block. |
| | *Appropriate activities | <input type="checkbox"/> Activities are inappropriate for Beginners as outlined in the Learn to Drive program and the Equine Canada Student Development Model. <input type="checkbox"/> Activities do not match goals. | <input type="checkbox"/> Activities match goal. <input type="checkbox"/> Activities reflect Equine Canada's recommendations for teaching a beginner. <input type="checkbox"/> Activities contribute to skill development. <input type="checkbox"/> At least one lesson progression is included | <input type="checkbox"/> Plan identifies where this lesson fits in the athletes' overall development. <input type="checkbox"/> Activities are progressively sequenced to promote learning, safety and success. <input type="checkbox"/> More than one lesson progression is included |
| | Activities clearly described | <input type="checkbox"/> There is no description of the different activities. <input type="checkbox"/> Description does not reflect safety | <input type="checkbox"/> Activities are clearly described. <input type="checkbox"/> Description reflects awareness of and control for potential risk factors. | <input type="checkbox"/> Detail is such that another Candidate could implement this practice and achieve the desired learning or training effect. |
| | Key learning points for each activity included | <input type="checkbox"/> No evidence of key factors / teaching points. <input type="checkbox"/> Teaching points are inappropriate for level. | <input type="checkbox"/> Key factors / teaching points are identified | <input type="checkbox"/> Specific key factors and teaching points are identified for each activity. |
| Emergency Action Plan | Location of phones and emergency numbers | <input type="checkbox"/> Logistics are incomplete or missing. | <input type="checkbox"/> Plan identifies basic logistics: date, time, location, name and level of Driver | <input type="checkbox"/> Logistics are detailed enough for another qualified Candidate to clearly implement the lesson. |
| | Specific directions to reach facility | <input type="checkbox"/> Directions are not included <input type="checkbox"/> Directions are incomplete | <input type="checkbox"/> Directions are clear and correct. | <input type="checkbox"/> Directions include facility's specific address. <input type="checkbox"/> Map is included |
| | Location of medical profiles/medical armbands | <input type="checkbox"/> Location is not identified <input type="checkbox"/> Candidate does not check for readily available information. | <input type="checkbox"/> Location of medical profile identified. <input type="checkbox"/> Candidate checks availability of medical information | <input type="checkbox"/> Medical profile(s) is/are available and have been recently updated. |
| | Location of first aid kits human/equine, fire extinguishers | <input type="checkbox"/> Location is not identified. | <input type="checkbox"/> Location of equine and human first aid kits identified | <input type="checkbox"/> Candidate presents a checklist of required equipment found in human and equine first aid kits. |
| | Phone numbers for veterinarians, charge and call persons identified | <input type="checkbox"/> No phone numbers | <input type="checkbox"/> Phone numbers are present | <input type="checkbox"/> Phone numbers and directions to nearest emergency vet hospital are included |

TASK B: DRIVING LESSON

1. Support Athlete in Training

| Criteria | Evidence | Evidence is incorrect or incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|-------------------------------------|---|--|---|--|
| Safety | Horse/ driver equipment ready | <input type="checkbox"/> Harness not checked <input type="checkbox"/> Harness checked but not adjusted as required <input type="checkbox"/> Driver not wearing approved helmet properly fitted. | <input type="checkbox"/> Ensures that equipment/ harness is correctly fitted and adjusted as necessary <input type="checkbox"/> Ensure that harness is in good repair <input type="checkbox"/> Driver is wearing approved helmet, properly fitted and suitable footwear. Protective vests are optional. | <input type="checkbox"/> Candidate provides an explanation while checking and explaining necessary harness adjustments. |
| | ***Appropriate Horse/Pony | <input type="checkbox"/> When asked by Evaluator, Candidate can NOT explain why or why not the horse(s) is/are appropriate as a beginner horse(s) | <input type="checkbox"/> When asked by Evaluator, Candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse (s) | <input type="checkbox"/> When asked by Evaluator, Candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse (s) AND can explain the qualities of an ideal lesson horse for a beginner. |
| | ***Risk Management | <input type="checkbox"/> Candidate leaves doors / gates open and ignores potential hazards <input type="checkbox"/> Candidate does not recognize potential risks when there are dangerous factors in the environment which should have been addressed E.g. Obstructions in the way | <input type="checkbox"/> Candidate ensures that all doors/gates are shut and that all equipment / area is safe <input type="checkbox"/> Candidate can identify adjustments to lesson after a dangerous situation has become evident. e.g. Heavy rain is creating noise which frightens the horses | <input type="checkbox"/> Candidate quickly adapts to a situation that emerges during lesson (e.g. unexpected bad weather, unusual distractions). |
| Structure & Organization | Candidate provides appropriate plan | <input type="checkbox"/> Candidate does not have a plan | <input type="checkbox"/> Candidate has a lesson plan that is appropriate for beginner riders <input type="checkbox"/> Plan identifies a clear lesson goal. | <input type="checkbox"/> Candidate has a detailed and structured lesson plan for beginner driver which includes all the elements outlined in Task A |
| | ***Lesson equipment ready | <input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Candidate has to disrupt lesson to set up | <input type="checkbox"/> Equipment is available and quickly set up | <input type="checkbox"/> Equipment is set up with lesson progressions in mind |
| | Clear Lesson segments and appropriate timeline for activities | <input type="checkbox"/> Plan has a base structure, but does not clearly identify main segments or timeline of practice. | <input type="checkbox"/> Plan is organized into main segments that includes introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion <input type="checkbox"/> Duration of the practice and each segment are identified on a timeline <input type="checkbox"/> Enough time is allotted to each activity to achieve goals and activity time is maximized <input type="checkbox"/> Appropriate breaks are provided as required | <input type="checkbox"/> Detail is such that another qualified Candidate/Coach could easily implement this practice as per the intended timelines. <input type="checkbox"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the driver. <input type="checkbox"/> Activities within the main part are sequenced to enhance learning |
| | Exercises match the lesson goals | <input type="checkbox"/> Activities do not match lesson goals <input type="checkbox"/> Activities are too complex to achieve lesson goals (i.e., learning gate cues when driver is too busy steering to concentrate otherwise) | <input type="checkbox"/> Delivered activities match the lesson goals <input type="checkbox"/> Planning for activity progressions is evident | <input type="checkbox"/> Candidate adjusts the exercises to best meet the lesson goal based on Driver's and horses' reactions. <input type="checkbox"/> If a change is required, Candidate is able to explain why changes are made to the lesson plan. |

***** The candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.**

| Criteria | Evidence | Evidence is incorrect or incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|--------------------------|---|--|---|---|
| Structure & Organization | Driver is actively engaged | <input type="checkbox"/> Driver is inactive for more than 50% of the lesson. | <input type="checkbox"/> Driver is engaged in learning activity more than 50% of the time | <input type="checkbox"/> *Candidate engages Driver by increasing or decreasing number and or level of challenges <input type="checkbox"/> Candidate's creativity and variety engages Driver as evidenced by active participation (either driving or participating in "teachable moments dialogue) for more than 75% of the lesson. |
| | Optimal use of space & equipment | <input type="checkbox"/> Candidate does not use sufficient space and is unable to explain why <input type="checkbox"/> Candidate does not allow enough space for the turnouts involved | <input type="checkbox"/> Candidate uses space effectively for the turnouts involved | <input type="checkbox"/> Candidate creatively maximizes available space. |
| Teaching Skills | The content is appropriate for beginners | <input type="checkbox"/> The content is above the level and not appropriate for beginners | <input type="checkbox"/> The content is at the level and is appropriate for beginners | <input type="checkbox"/> Content is clearly aimed at the level of the Driver and is appropriate for the Driver. |
| | Lesson objectives introduced | <input type="checkbox"/> Candidate does not identify lesson goals to Driver | <input type="checkbox"/> Candidate clearly states WHAT is going to be done in the lesson | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explains WHY this goal is important. |
| | Effective explanation | <input type="checkbox"/> Doesn't use key teaching points <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Key points (aids) are incorrect <input type="checkbox"/> Explanation of key points is confusing and Candidate does not clarify <input type="checkbox"/> Candidate does not use discipline specific language | <input type="checkbox"/> Uses 1-3 key teaching points to explain HOW the goal will be accomplished. <input type="checkbox"/> Key points are technically correct within discipline standards. <input type="checkbox"/> Candidate uses appropriate language to explain key points. <input type="checkbox"/> Candidate uses discipline specific language. | <input type="checkbox"/> Candidate uses analogies and examples from Driver's experiences to reinforce key learning points <input type="checkbox"/> Candidate uses discipline specific language and ensures that the Driver understands. |
| | Candidate uses effective demonstrations | <input type="checkbox"/> Candidate does not provide any demonstrations <input type="checkbox"/> Demonstration does not match teaching goal <input type="checkbox"/> Demonstration does not describe what the Candidate intends – i.e. shows the correct exercise or demonstrates a common error. <input type="checkbox"/> Driver can not see or hear the demonstration | <input type="checkbox"/> Candidate uses demonstrations that can be seen/heard by the driver <input type="checkbox"/> Demonstration correctly matches the goal of the lesson <input type="checkbox"/> Demonstration matches the Candidates explanation – i.e. the correct exercise or a common error | <input type="checkbox"/> Candidate organizes turnout be in an optimal position for Driver to see and hear demonstrations <input type="checkbox"/> Key teaching points clearly match the demonstration provided. |
| | Candidate provides effective feedback to Driver | <input type="checkbox"/> Feedback only identifies what to improve and not how to improve <input type="checkbox"/> More motivation than correction –driver is told "good job" instead of how to improve <input type="checkbox"/> Candidate speaks too quickly or quietly for driver to hear feedback. <input type="checkbox"/> Candidate does not affirm or correct Driver's response. | <input type="checkbox"/> Candidate ensures driver can hear him/her and candidate ensures he/she can hear driver <input type="checkbox"/> Candidate checks for understanding <input type="checkbox"/> Feedback is positive, specific, and is communicated. <input type="checkbox"/> Feedback is selective and not a constant discussion <input type="checkbox"/> Feedback provides enough information for Driver to try improve performance <input type="checkbox"/> Candidate affirms or corrects Driver's response. | <input type="checkbox"/> Feedback is specific to learning style of Driver <input type="checkbox"/> Feedback covers all three learning styles: Verbal for auditory learner, demonstrations/modeling for visual learner, tactile for kinesthetic learner. <input type="checkbox"/> Candidate's voice is clear and audible for entire lesson <input type="checkbox"/> Feedback promotes analysis by the Driver. |

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|----------------------|---|---|---|---|
| | Candidate facilitates skill practice | <input type="checkbox"/> Driver is not given an opportunity to practice after feedback is given <input type="checkbox"/> Activities do not provide an opportunity for driver to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the driver to practice/master the skill | <input type="checkbox"/> Candidate ensures driver can hear him/her and candidate ensures he/she can hear driver Candidate provides opportunities for Driver: <ul style="list-style-type: none"> <input type="checkbox"/> To incorporate feedback <input type="checkbox"/> To practice new skills <input type="checkbox"/> An opportunity to practice skills, which lead to accomplishment of lesson goal. <input type="checkbox"/> Sufficient time is allowed for the Driver to practice/master skill of each progression. | <input type="checkbox"/> Candidate alters/amends progressions to meet the needs of the Driver. |
| Professional Conduct | Reinforcement of driver's effort and performance | <input type="checkbox"/> Candidate does not address Driver <input type="checkbox"/> Candidate is critical rather than constructive (addresses what is wrong instead of what and how it can be improved) | <input type="checkbox"/> Candidate speaks with a positive and constructive comment on the performance | <input type="checkbox"/> *Candidate reinforces efforts by encouraging problem solving and independent thinking <input type="checkbox"/> Interventions are specific to the Driver. |
| | Use of 2 way communication | <input type="checkbox"/> Candidate does all the talking in the lesson – talks for more than 50% of the time <input type="checkbox"/> Candidate does not react to Driver's response | <input type="checkbox"/> Candidate asks at least one question regarding Driver's reaction/understanding of an activity <input type="checkbox"/> Candidate reacts to Driver's response by moving ahead with the lesson or clarifying and allowing more practice of the skill. | <input type="checkbox"/> Candidate continuously uses skill detection techniques to determine corrections required. <input type="checkbox"/> Candidate asks questions to help Driver reflect on performance and affirms/corrects/clarifies. |
| | Appropriate Candidate turnout | <input type="checkbox"/> Clothing is inappropriate for the weather <input type="checkbox"/> Clothing does not conform to discipline dress code <input type="checkbox"/> Inappropriate dress: inappropriate footwear / approved helmet not fitted | <input type="checkbox"/> Clothing is appropriate for the weather <input type="checkbox"/> Clothing is appropriate for discipline's dress code <input type="checkbox"/> Helmet properly fitted and suitable footwear. Protective vest is optional. | <input type="checkbox"/> Candidate is professionally and neatly turned out. |
| | Professional communication | <input type="checkbox"/> Candidate speaks ill of another Candidate, client and/or facility during lesson or in public <input type="checkbox"/> Candidate uses profanities, insults or discriminatory language. <input type="checkbox"/> Candidate's body language and facial expressions are negative <input type="checkbox"/> Candidate speaks above /below the level of the Driver | <input type="checkbox"/> Candidate uses appropriate language and mannerisms. <input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities or insults | <input type="checkbox"/> Candidate connects with the Driver and establishes a respectful rapport that facilitates learning and enjoyment of the activity. |
| | ***Positive outlook | <input type="checkbox"/> Candidate comments are negative <input type="checkbox"/> Candidate dwells on what is wrong and does not address anything that is being performed well. | <input type="checkbox"/> Candidate comments are positive and constructive <input type="checkbox"/> Candidate reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Candidate's facial expressions and body language are positive and open <input type="checkbox"/> Candidate promotes and models a positive image of the sport | <input type="checkbox"/> Candidate's behavior, language and attitude inspire the Driver. <input type="checkbox"/> Candidate's positive behavior facilitates a constructive learning environment and creates an atmosphere of fun. |
| | ***Respects Driver's needs/thoughts | <input type="checkbox"/> Candidate is late and unprepared <input type="checkbox"/> Candidate ignores Driver <input type="checkbox"/> Candidate's behavior does not illustrate an understanding of expressed Driver's fears and anxieties. | <input type="checkbox"/> Candidate arrives on time and is prepared for the lesson <input type="checkbox"/> Candidate listens to Driver's ideas and concerns. <input type="checkbox"/> Candidate behavior illustrates an attempt to understand and overcome anxieties and fears of Driver. | <input type="checkbox"/> Candidate arrives early enough to set up, review lesson and assist Driver as he/she arrives. <input type="checkbox"/> Candidate is able to channel Driver's thoughts and concerns into improved performance. |
| | ***Communicate s / reinforces the expectations of the Driver. | <input type="checkbox"/> Candidate does not identify expectations for Driver behaviors. <input type="checkbox"/> Candidate does not reinforce expected behavior of Driver as required. | <input type="checkbox"/> Candidate identifies appropriate expectations for Driver behavior and reinforces as required. | <input type="checkbox"/> Candidate reinforces positive behaviors as well as correcting inappropriate behaviors. |

TASK B: DRIVING LESSON

2. Analyze performance of a Beginner Driver

| Criteria | Evidence | Evidence is incorrect / incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|---|--|--|--|---|
| Detects Skill Errors (Candidate is able to detect errors) | Effective observation of performance | <input type="checkbox"/> Candidate does not pay attention to skill executions <input type="checkbox"/> Candidate does not move around lesson environment to observe skills | <input type="checkbox"/> Candidate moves around lesson environment to observe most of the skill development. | <input type="checkbox"/> Candidate moves around lesson to observe all skill development and riders from the most optimal vantage points. |
| | Appropriate errors identified | <input type="checkbox"/> No errors are detected <input type="checkbox"/> Errors identified are not root problems or are not consistent with the driver's level e.g. improved half-halts | <input type="checkbox"/> Errors identified are consistent with Instructing Beginners guidelines <input type="checkbox"/> Candidate is able to identify the errors that will have a direct impact on the performance of the skill as per the lesson goals and the Instructing Beginners guidelines. e.g. proper posture and holding the reins | <input type="checkbox"/> Identified errors with the MOST direct impact on performance of the skill as per the lesson goals and the Instructing Beginners guidelines. E.g. More effective use of half-halts lead to proper bend and maintaining balance. |
| | ***Identifies potential causes of error | <input type="checkbox"/> Candidate is unable to use skill detection and problem solve and is not able to identify potential causes of skill error when prompted | <input type="checkbox"/> Candidate is able to reflect on and respond to some potential causes of skills error and communicates this to the Driver when prompted e.g. Effective use of half-halts | <input type="checkbox"/> Candidate is able to reflect on all potential causes of skill errors as relevant for beginners. <input type="checkbox"/> Candidate detects errors to help Driver understand how performance is impacted e.g. Knowing when to apply half-halts to maintain bend and balance. |
| | ***Appropriate explanation of error | <input type="checkbox"/> Candidate is unable to explain how the error relates to performance when prompted <input type="checkbox"/> Explanation is incorrect as per Instructing Beginners guidelines when prompted e.g. "Improve the turn by applying half-halts on the inside rein." | <input type="checkbox"/> Candidate is able to explain how the errors relate to overall performance prompted e.g. "Better use of your eyes will improve the turn." | <input type="checkbox"/> Candidate is able to demonstrate how the errors relate to overall performance without prompting <input type="checkbox"/> Able to explain WHY this is important e.g. the end result is achieved |
| Prescribes Corrections (Candidate provides corrections) | Appropriate correction applied | <input type="checkbox"/> Candidate does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed | <input type="checkbox"/> The correction will have some impact on the performance of the skill as per the LTD manual | <input type="checkbox"/> Correction will have THE most impact on the performance of the skill as per the lesson goals accounting for Driver ability |
| | Communicates prescriptive skill correction | <input type="checkbox"/> Candidate does not identify/use adequate demonstrations to model correct skill performance. <input type="checkbox"/> Skill corrections are vague and too general e.g. "More forward" <input type="checkbox"/> Skill corrections focus on WHAT to improve rather than identifying specific strategies for HOW to improve the skill performance e.g. Bend and balance is maintained by correct use of half-halts. | <input type="checkbox"/> Correction clearly emphasizes both WHAT to improve and HOW to improve e.g. "Half-halt the inside rein as the outside hind leg reaches forward". <input type="checkbox"/> Candidate uses/identifies adequate demonstrations to model correct performance skill. <input type="checkbox"/> Candidate uses own body language to demonstrate | <input type="checkbox"/> Candidate explains WHY the correction will have a beneficial effect on performance while identifying HOW to improve. <input type="checkbox"/> Candidate uses specific external cues e.g. Reading the equine for reaction, stress, tension <input type="checkbox"/> Candidate helps athletes increase awareness of basic corrections by asking open ended questions. <input type="checkbox"/> Candidate is able to rephrase corrections to achieve the desired result. |
| <p>*** The candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson.</p> | | | | |

TASK C: LUNGEING THE HORSE

| Criteria | Evidence | Evidence is incorrect or incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|--|---|--|--|---|
| Safety | Lunging equipment ready | <ul style="list-style-type: none"> <input type="checkbox"/> Tack not checked <input type="checkbox"/> Tack checked but not adjusted if required <input type="checkbox"/> No leg protection 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"/> Tack not secured for warm-up <input type="checkbox"/> Whip is dropped on the ground while tack is checked | <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that girth is tight, tack secured for warm-up <input type="checkbox"/> The horse has suitable leg protection <input type="checkbox"/> Girth tension is appropriate for safety of driver and horse. <input type="checkbox"/> Equipment is in good condition – not broken or cracked, stitching intact. <input type="checkbox"/> The Candidate is able to manage the whip by holding it, placing it in a safe place or using a groom while checking the tack. | <ul style="list-style-type: none"> <input type="checkbox"/> The candidate moves around the horse efficiently, demonstrating experience and a high comfort level. Tack is properly secured <input type="checkbox"/> Side reins for the warm-up have been tested for length before presenting the horse for lungeing. <input type="checkbox"/> Equipment is clean and in excellent condition. <input type="checkbox"/> Lunge line and whip are neatly and safely gathered while equipment is being checked. |
| | ***Describes appropriate Horse/Pony | <ul style="list-style-type: none"> <input type="checkbox"/> When asked by Evaluator, Candidate can NOT explain why or why not the horse(s) is/are appropriate as a beginner horse(s) <input type="checkbox"/> Requires a great deal of prompting | <ul style="list-style-type: none"> <input type="checkbox"/> When asked by Evaluator, Candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse(s) | <ul style="list-style-type: none"> <input type="checkbox"/> When asked by Evaluator, Candidate can explain why or why not the horse(s) is/are appropriate as a beginner horse AND can explain the qualities of an ideal lesson horse for a particular Driver. |
| | ***Risk Management | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate leaves doors / gates open and ignores potential hazards <input type="checkbox"/> Candidate does not recognize potential risks and there are dangerous factors in the environment which should have been addressed e.g. jump standards are in the way. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate ensures that all doors/gates are shut and that all equipment / area is safe <input type="checkbox"/> Candidate can identify adjustments to lesson after a dangerous situation has become evident. e.g. Heavy rain is creating noise which frightens the horses | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate quickly adapts to a situation that emerges during lesson (e.g. unexpected bad weather, a spooking horse). |
| Lungeing Technique | Lunge lines correctly attached | <ul style="list-style-type: none"> <input type="checkbox"/> The lunge lines are incorrectly attached | <ul style="list-style-type: none"> <input type="checkbox"/> The lunge lines are correctly attached as per Learn to Drive Manual | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate is able to explain why he/she is using this method of attaching the lunge lines |
| | Effective management of the lunge lines | <ul style="list-style-type: none"> <input type="checkbox"/> Lunge lines are dragged on ground <input type="checkbox"/> Lunge line is wrapped around hand | <ul style="list-style-type: none"> <input type="checkbox"/> Lunge lines are safely held in one hand or with excess line held in opposite hand <input type="checkbox"/> Lunge lines rarely touch the ground | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate fluidly adjusts the length of the lunge lines as necessary |
| | Effective management of the lunge whip | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate uses whip effectively while being aware of other horses present <input type="checkbox"/> Lunge whip is never dropped. Helper may be used | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate manages the lunge whip effectively and positions it as required for optimal effect |
| | Correct circle size | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate 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 | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate maintains an even size and shape of the circle for most of lesson <input type="checkbox"/> The circle is an appropriate size | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate maintains an even size and shape of circle for entire lesson |
| | Effective control of the horse and use of body language | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate does not maintain correct triangle of control with whip and horse as evidenced by excessive walking or horse turning in <input type="checkbox"/> Candidate is unable to use body/voice to effectively control horses movement | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate maintains *correct triangle of control with whip and horse for most of the lesson <input type="checkbox"/> Candidate uses voice, whip or body language effectively to control horse's movement for most of the lesson. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate maintains correct position throughout the entire lesson. <input type="checkbox"/> Candidate uses voice, whip and/or body language to maintain control of the horse for the entire lesson. |
| *** The candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson. | | | | |

| Criteria | Evidence | Evidence is incorrect/incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|-----------------|--|---|--|--|
| Teaching Skills | Ensures that the driver knows how to adjust equipment prior to and during exercise | <input type="checkbox"/> Driver does not adjust equipment and Candidate does not prompt them to do so. <input type="checkbox"/> During adjustment it is evident that equipment is incorrectly adjusted, Candidate does not correct. | <input type="checkbox"/> If driver does not adjust equipment automatically, Candidate prompts them. <input type="checkbox"/> During adjustment Candidate corrects incorrectly adjusted equipment and explains why the corrections are necessary. | <input type="checkbox"/> Candidate why the equipment should be adjusted based on the activities being done and behavior of the horse. |
| | Lesson objectives introduced | <input type="checkbox"/> Candidate does not identify lesson goals to participants | <input type="checkbox"/> Candidate clearly states WHAT is going to be done in the lesson | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explains WHY this goal is important. |
| | Effective explanation | <input type="checkbox"/> Doesn't use key teaching points <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Key points (aids) are incorrect <input type="checkbox"/> Explanation of key points is confusing and Candidate does not clarify | <input type="checkbox"/> Uses 1-3 key teaching points to explain HOW the goal will be accomplished. <input type="checkbox"/> Key points (aids) are consistent with discipline standards (technically correct) <input type="checkbox"/> Candidate uses age appropriate language to explain key points. | <input type="checkbox"/> Candidate uses analogies and examples from participant's experiences to reinforce key learning points <input type="checkbox"/> |
| | Safe and effective driver exercises | <input type="checkbox"/> Candidate does not address a particular problem to correct or is *unable to match the exercise with the intended results or improvement desired. Exercises are unsafe <input type="checkbox"/> Candidate moves to next progression before basic progression is completed. | <input type="checkbox"/> Candidate provides specific exercises designed to improve balance and/or position during walk and/or trot <input type="checkbox"/> Candidate changes direction in time allowed, if time is greater than 20 minutes | <input type="checkbox"/> Candidate is able to identify a root problem and provides exercises, which produce a clear improvement in driver's performance. <input type="checkbox"/> Candidate spends an equal amount of time in each direction – if time is greater than 20 minutes. |
| | Candidate provides effective feedback | <input type="checkbox"/> Feedback only identifies what to improve and not how to improve <input type="checkbox"/> More motivation than correction – riders are told "good job" instead of how to improve <input type="checkbox"/> Candidate speaks too quickly or quietly for riders to hear feedback. | <input type="checkbox"/> Candidate checks for understanding <input type="checkbox"/> Feedback is positive, specific, and is communicated to the rider. <input type="checkbox"/> Feedback provides enough information for participant to try improve performance | <input type="checkbox"/> Feedback is specific to learning style of participants <input type="checkbox"/> Feedback covers all three learning styles: Verbal for auditory learners, demonstrations/modeling for visual learners, tactile for kinesthetic learners. <input type="checkbox"/> Candidate's voice is clear and audible for entire lesson <input type="checkbox"/> Candidate starts to introduce the concept of "feel" |
| | Candidate facilitates skill practice | <input type="checkbox"/> Driver is not given an opportunity to practice after feedback is given <input type="checkbox"/> Activities do not provide an opportunity for riders to practice the goal of the lesson. <input type="checkbox"/> Progressions do not allow the driver to practice/master the skill | <input type="checkbox"/> Candidate provides opportunities for riders to incorporate feedback <input type="checkbox"/> Candidate provides opportunities for driver to practice new skills <input type="checkbox"/> Progressions allow adequate time for driver to practice/master skill | <input type="checkbox"/> Practice progressions are structured and sequenced to facilitate an improvement in the driver's performance. <input type="checkbox"/> Candidate is able to observe driver's body language for fatigue, fear etc. |
| | Reinforcement of driver's effort and performance | <input type="checkbox"/> Candidate is critical rather than constructive (addresses what is wrong instead of what and how it can be improved) | <input type="checkbox"/> Candidate speaks with a positive and constructive comment on the driver's performance | <input type="checkbox"/> Candidate reinforces efforts by encouraging problem solving and independent thinking <input type="checkbox"/> Interventions are specific to individuals. |
| | Use of 2 way communication | <input type="checkbox"/> Candidate does all the talking in the lesson – talks for more than 50% of the time | <input type="checkbox"/> Candidate asks at least one question to the driver regarding his or her reaction/ understanding of an activity | <input type="checkbox"/> Candidate consistently uses questioning to help participants reflect on performance |

TASK D: STABLE MANAGEMENT

| Criteria | Evidence | Evidence is incorrect / incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|--------------------------|--|--|---|---|
| Bandages | Stable Bandage | <ul style="list-style-type: none"> <input type="checkbox"/> Bandages and cottons appear dirty and in disrepair <input type="checkbox"/> Bandage/ cottons are too loose <input type="checkbox"/> Bandage/cottons are too tight <input type="checkbox"/> Unable to explain why a stable bandage is needed when asked. <input type="checkbox"/> Wrinkles are evident in bandaging technique <input type="checkbox"/> Tension is uneven in most bandages <input type="checkbox"/> Bandage is too short or long <input type="checkbox"/> Tape is too tight. | <ul style="list-style-type: none"> <input type="checkbox"/> Bandages and cottons are clean and in good repair <input type="checkbox"/> Bandage and cottons are firmly applied with even tension <input type="checkbox"/> Candidate is able to correctly explain why a stable bandage is needed when asked. <input type="checkbox"/> Wrinkles are not obvious in bandaging technique. <input type="checkbox"/> 2 cm of cotton is visible at top and bottom of bandage. | <ul style="list-style-type: none"> <input type="checkbox"/> Bandage and pad is/are perfectly smooth <input type="checkbox"/> Bandage is evenly spaced with each wrap. <input type="checkbox"/> Pad is evenly visible at both top and bottom. <input type="checkbox"/> Wrapping finishes on the outside of legs <input type="checkbox"/> Tape is applied with even tension. |
| | Polo wrap | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate cannot respond to questions about why a polo wrap is used. <input type="checkbox"/> Polo wrap is not secure <input type="checkbox"/> Wrap fastener is too tight – can't comfortably fit a finger between leg and wrap <input type="checkbox"/> Wrinkles are evident in the bandage <input type="checkbox"/> Tension is uneven in most bandages <input type="checkbox"/> Incorrect length | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate can correctly respond to questions about why a polo wrap is used. <input type="checkbox"/> Clean polo bandages are used. <input type="checkbox"/> Correct length of bandage: covers just below knee to ergot at the back of the fetlock. <input type="checkbox"/> Wrap is secure but not too tight: can fit one finger between leg and wrap. <input type="checkbox"/> Tension is even from top to bottom. <input type="checkbox"/> Bandages are applied with no wrinkles. | <ul style="list-style-type: none"> <input type="checkbox"/> V is perfectly placed in the centre. <input type="checkbox"/> Wrap finishes on outside <input type="checkbox"/> Wrap is evenly spaced with each wrap. |
| | Boots | <ul style="list-style-type: none"> <input type="checkbox"/> Boots are too large or small <input type="checkbox"/> Boots are too loose – move freely on the horse's leg. <input type="checkbox"/> Boots are placed incorrectly—too high or too low <input type="checkbox"/> Boots are backwards <input type="checkbox"/> Wrong boots on fore or hind <input type="checkbox"/> Candidate is unable to respond to questions about why boots are used. | <ul style="list-style-type: none"> <input type="checkbox"/> Boots fit the horse <input type="checkbox"/> Boots are correctly placed <input type="checkbox"/> Boots are secure – do not move freely with leg motion. | <ul style="list-style-type: none"> <input type="checkbox"/> Candidate voluntarily explains why the specific boots are or are not appropriate for the intended exercise and why. |
| General knowledge | Explains harness care basics and the Candidate's responsibility | <ul style="list-style-type: none"> <input type="checkbox"/> Cannot explain basic tack/harness care and the Candidate's responsibility re tack/harness even when prompted. <input type="checkbox"/> Information provided is incorrect and/or information is missing | <ul style="list-style-type: none"> <input type="checkbox"/> Can provide the information with or without prompting <input type="checkbox"/> The information is correct as per LTD Manual | <p>All aspects of the minimum standard plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can provide the information without prompting <input type="checkbox"/> Extra correct information is provided |
| Criteria | Evidence | Evidence is incorrect / incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
| General knowledge | Explains the characteristics of a good school horse including blemishes, signs of unsoundness, health. | <ul style="list-style-type: none"> <input type="checkbox"/> Cannot explain the characteristics of a good school horse even when prompted <input type="checkbox"/> Information provided is incorrect and/or information is missing | <ul style="list-style-type: none"> <input type="checkbox"/> Can explain 3 to 5 points with or without prompting <input type="checkbox"/> The information is correct as per LTD Manual | <p>All aspects of the minimum standard plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can explain more than 5 points without prompting <input type="checkbox"/> Extra correct information is provided |
| | Explains basics of feeding and watering before / after a lesson and the Candidate's responsibility | <ul style="list-style-type: none"> <input type="checkbox"/> Cannot explain feeding/watering basics and the Candidate's responsibility re feeding and watering even when prompted <input type="checkbox"/> Information provided is incorrect and/or information is missing | <ul style="list-style-type: none"> <input type="checkbox"/> Can explain 2 or 3 points with or without prompting <input type="checkbox"/> The information is correct as per LTD Manual | <p>All aspects of the minimum standard plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can provide more than 3 points without prompting <input type="checkbox"/> Extra correct information is provided |

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| | Explains EAP for injured horse and the Candidate's responsibility | <input type="checkbox"/> Cannot explain EAP and the Candidate's responsibility re the EAP even when prompted <input type="checkbox"/> Information provided is incorrect and/or information is missing | <input type="checkbox"/> Can explain most of the information with or without prompting <input type="checkbox"/> The information is correct as per Driving Candidate Resource Book | All aspects of the minimum standard plus: <input type="checkbox"/> Can explain all the information without prompting <input type="checkbox"/> Extra correct information is provided |
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TASK E: GROUND DRIVING LESSON

| Criteria | Evidence | Evidence is incorrect or incomplete (1) | Minimum standards (2) | Exceptional quality and attention to detail (3) |
|-----------------------------------|--|---|--|--|
| Safety | Safe lesson /driver management | <input type="checkbox"/> Driver is allowed to wander out of Candidate's sight <input type="checkbox"/> Unsafe Driver behavior is left unchecked. | <input type="checkbox"/> Driver is always within sight of Candidate <input type="checkbox"/> Unsafe Driver behavior is corrected | <input type="checkbox"/> Candidate clearly outlines expected safe behavior at the beginning of the lesson. <input type="checkbox"/> Candidate reviews safety rules/behaviors when in a stable and around horses. |
| | Facility safety check | <input type="checkbox"/> Candidate did not inspect facility as evidenced by unsafe factors in the environment* <input type="checkbox"/> Candidate has chosen an inappropriate location for the lesson | <input type="checkbox"/> Candidate did inspect facility as evidenced by safe environment <input type="checkbox"/> The location chosen is appropriate | <input type="checkbox"/> Candidate uses facility inspection as a teachable moment for Driver |
| Structure and Organization | Candidate provides appropriate lesson plan | <input type="checkbox"/> Candidate does not have a plan | <input type="checkbox"/> Candidate has a lesson plan that is appropriate for Driver's level <input type="checkbox"/> Plan identifies a clear lesson goal. | <input type="checkbox"/> Candidate has a detailed and structured lesson plan for beginner driver. |
| | Lesson equipment ready | <input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Candidate has to disrupt lesson to set up | <input type="checkbox"/> Equipment is available and quickly set up | <input type="checkbox"/> Equipment is set up with lesson progression in mind |
| | Activities match the lesson goals | <input type="checkbox"/> Activities do not match lesson goals e.g. Driver practices fitting tack when the topic is grooming | <input type="checkbox"/> Delivered activities match the lesson goals <input type="checkbox"/> Planning for activity progressions are evident e.g. Extra horses are available to practice with if required. | <input type="checkbox"/> Candidate adjusts the exercises to best meet the lesson goal based on Driver's and horses' reactions. <input type="checkbox"/> If a change is required, Candidate is able to explain why changes are made to the lesson plan. |
| Structure and Organization | Driver is actively engaged | <input type="checkbox"/> Driver is not involved for more than 50% of the lesson. | <input type="checkbox"/> Driver is engaged in learning more than 50% of the time | <input type="checkbox"/> Candidate engages Driver by increasing or decreasing level and number of challenges <input type="checkbox"/> Candidate's creativity and variety engages Driver as evidenced by active participation for more than 75% of the lesson. |
| | Optimal use of space and equipment | <input type="checkbox"/> Candidate does not use all of appropriate space | <input type="checkbox"/> Candidate uses appropriate space to safely perform activities | <input type="checkbox"/> Candidate creatively utilizes appropriate space. |
| Teaching Skills | The content is appropriate for beginners | <input type="checkbox"/> The content is above the level and not appropriate for beginners | <input type="checkbox"/> The content is at the level and is appropriate for beginners | <input type="checkbox"/> Content is clearly aimed at the driving level of the Driver. |
| | Lesson objectives introduced | <input type="checkbox"/> Candidate does not identify lesson goals to Driver | <input type="checkbox"/> Candidate clearly states lesson goals to Driver | <input type="checkbox"/> Candidate states lesson goals at the beginning of the lesson and explains why the goal is important. |
| | Effective use of key learning points | <input type="checkbox"/> Doesn't use key points <input type="checkbox"/> Provides an overload of key points (more than 5) <input type="checkbox"/> Key points are inappropriate <input type="checkbox"/> Explanation of key points is confusing and Candidate does not clarify | <input type="checkbox"/> Uses 1-3 key points <input type="checkbox"/> Key point is consistent with Learn to Drive standard <input type="checkbox"/> Candidate uses appropriate language to explain key points. | <input type="checkbox"/> Candidate uses analogies and examples relative to Driver's experiences to reinforce key learning points |

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| Effective demonstrations | <input type="checkbox"/> Candidate does not use/identify a demonstration <input type="checkbox"/> Candidate is positioned so that Driver cannot see | <input type="checkbox"/> Candidate uses/identifies a demonstration <input type="checkbox"/> Candidate is positioned such that Driver can see | <input type="checkbox"/> Demonstration is conducted such that Driver can clearly see and hear. <input type="checkbox"/> Demonstration is conducted at a rate that allows for Driver to clearly see and process the key teaching steps. <input type="checkbox"/> The Candidate asks questions about the demonstration |
| Effective use of feedback | <input type="checkbox"/> Feedback only identifies what to improve and not how to improve <input type="checkbox"/> More motivation than correction –Driver is told “good job” instead of how to improve <input type="checkbox"/> Candidate speaks too quickly or quietly for Driver to hear feedback. | <input type="checkbox"/> Candidate ensures he/she can be heard and seen <input type="checkbox"/> Candidate checks for understanding <input type="checkbox"/> Feedback is positive, specific, and is communicated to Driver. <input type="checkbox"/> Feedback is selective and not constant <input type="checkbox"/> Feedback provides enough information for Driver to try to improve performance | <input type="checkbox"/> Feedback is specific to learning style of Driver <input type="checkbox"/> Feedback covers appropriate learning styles: Verbal for auditory learner, demonstrations/modeling for visual learner, tactile for kinesthetic learner. <input type="checkbox"/> Candidate’s voice is clear and audible for entire lesson |
| Candidate facilitates skill practice | <input type="checkbox"/> Driver is not given an opportunity to practice after receiving feedback <input type="checkbox"/> Activities do not provide an opportunity for Driver to practice the goal of the lesson. | <input type="checkbox"/> Candidate provides opportunities for Driver to incorporate feedback <input type="checkbox"/> Candidate provides opportunities for Driver to practice new skills <input type="checkbox"/> Activities provide an opportunity for Driver to practice lesson goal. | <input type="checkbox"/> Practice progressions are structured to facilitate an improvement in the Driver’s performance. |
| ***Reinforcement of Driver’s effort and performance, uses two way communication. | <input type="checkbox"/> Candidate is critical rather than constructive (addresses what is wrong instead of what and how it can be improved) | <input type="checkbox"/> Candidate speaks with a positive and constructive comment on the performance | <input type="checkbox"/> Candidate reinforces efforts by encouraging problem solving and independent thinking <input type="checkbox"/> Interventions are specific and enable Driver to take a greater ownership over learning objectives. |
| *** The candidate may/will be required to answer questions in these areas in order to provide the evidence necessary if it is not observed during the lesson. | | | |