National Coaching Certification Program

Competition Coach Specialist - Western

Evaluation 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.

The programs of this organization are funded in part by the Government of Canada

CERTIFICATION
SUMMARY OF OUTCOMES, CRITERIA AND EVALUATION REQUIREMENTS
COMPETITION COACH SPECIALIST - WESTERN

All COMPETITION COACH- SPECIALISTS must complete each of the following to the ADVANCED STANDARD:

1. Plan Schooling Sessions/Lessons (Plan 2 Lessons) + EAP - (Candidates to choose their own topics from the list)
2. Support Athletes in Training (Coach 3 Lessons per discipline)
3. Analyze Performance

REINING

NCCP Outcome	Equine Canada Criteria	How Evaluated
1. Plan a Schooling Session (Written lesson plans + EAP)	☐ Identify appropriate logistics for lesson/schooling session ☐ Identify appropriate activities in each part of a structured lesson plan ☐ Design an emergency action plan (EAP)	**Lesson Plans + EAP** (submit prior to Evaluation) ☐ pick 2 topics ☐ write 2 Lesson Plans **to improve horse & rider** 1. Speed changes 2. Lead changes 3. Spin 4. Roll back 5. Run down 6. Stop 7. Back up 8. Circle
2. Support Athletes in Training (Coach lessons)	☐ Ensure lesson environments are safe. ☐ Teach an appropriately structured and organized schooling session/ lesson. ☐ Demonstrate teaching behaviours/interventions that promote learning.	**3 Lessons Coached to improve the horse and rider:** **The Candidate**: 1) chooses a lesson to coach from the above list 2) prepares a student to ride an NRHA pattern 3) coaches a <u>topic chosen by Evaluators</u> from above NRHA pattern
3. Analyze Performance	☐ Detect errors horse/rider skills. ☐ Correct errors in rider/horse skills.	Observed during the lessons

SPEED EVENTS

NCCP Outcome	Equine Canada Criteria	How Evaluated
1. Plan a Schooling Session (Written lesson plans + EAP)	❒ Identify appropriate logistics for lesson/schooling session ❒ Identify appropriate activities in each part of a structured lesson plan ❒ Design an emergency action plan (EAP)	**Lesson Plans + EAP** (submit prior to Evaluation) ❒ pick 1 topic for Barrel Racing ❒ pick 1 topic for Pole Bending ❒ write 2 Lesson Plans **to improve horse & rider** 1. Leg Yield 2. Flexion 3 Rate 4. Speed Control 5. Side Pass 6. The Pocket 7. Rollback 8. Lead Changes
2. Support Athletes in Training **(Coach lessons)**	❒ Ensure lesson environments are safe. ❒ Teach an appropriately structured and organized schooling session/ lesson. ❒ Demonstrate teaching behaviours/interventions that promote learning.	**3 Lessons Coached to improve the horse and rider:** **BARREL RACING** **The Candidate**: 1) chooses a lesson to coach from the above list 2) prepares a student to ride a Barrel pattern 3) coaches a *topic chosen by Evaluators* from above pattern **POLE BENDING** The **Candidate**: 1) chooses a lesson to coach from the above list 2) prepares a student to ride a pole bending pattern 3) coaches a *topic chosen by Evaluators* from above pattern
3. Analyze Performance	❒ Detect errors horse/rider skills. ❒ Correct errors in rider/horse skills.	Observed during the lessons

GENERAL PERFORMANCE

NCCP Outcome	Equine Canada Criteria	How Evaluated
1. Plan a Schooling Session **(Written lesson plans + EAP)**	☐ Identify appropriate logistics for lesson/schooling session ☐ Identify appropriate activities in each part of a structured lesson plan ☐ Design an emergency action plan (EAP) **STANDARD REQUIRED**	**Lesson Plans + EAP** (submit prior to Evaluation) ☐ pick 2 topics from different discipline lists ☐ write 2 Lesson Plans **to improve horse & rider** 3 students- Western Pleasure 1 student - Showmanship, Horsemanship, Trail & Western Riding **WESTERN PLEASURE** 1. Collection 2 Pace control 3. Stop 4. Back 5 Progressive & Non-progressive transitions. **SHOWMANSHIP** 1. Correct walk & jog 2. Stop 3. Turn on the Haunches 4. ¼ system 5. Squaring the horse 6. Back **HORSEMANSHIP** 1. Circles 2. Straight lines 3. Turn on the Haunches 4. Collection3 5. Figure 8's 6. Change of lead 7. Progressive & Non-progressive transitions 8. Stop 9. Back **TRAIL** 1. Jog over poles 2. Lope over poles 3. Gate 4. Side Pass 5. Backthrough 6. Bridge 7. Transitions between obstacles **WESTERN RIDING** (Optional) 1. Flying Lead Changes 2. Stop and Back 3. Two Track at Lope 4. Counter Canter 5. Jog /Lope over Pole 6. Serpentine around Cones

2. Support Athletes in Training **(Coach lessons)**	❒ Ensure lesson environments are safe. ❒ Teach an appropriately structured and organized schooling session/ lesson. ❒ Demonstrate teaching behaviours/interventions that promote learning. **STANDARD REQUIRED** .	**3 Lessons Coached to improve the horse and rider:** (Choose your Coaching topics from the preceding list provided for each discipline.) **Coach 3 lessons per discipline** (W. Riding optional) 3 students- Western Pleasure 1 student - Showmanship, Horsemanship, Trail & Western Riding **WESTERN PLEASURE** **The Candidate:** 1) chooses a lesson to coach from the above list 2) prepares riders to perform rail work 3) coaches a *topic chosen by Evaluators* from the above rail work **SHOWMANSHIP** **The Candidate:** 1) chooses a lesson to coach from the above list 2) prepares a student to perform one of the Intermediate Rider Showmanship patterns 3) coaches a *topic chosen by Evaluators* from the above Showmanship pattern **HORSEMANSHIP** **The Candidate:** 1) chooses a lesson to coach from the above list 2) prepares a student to ride one of the Intermediate Rider Horsemanship patterns 3) coaches a *topic chosen by Evaluators* from the above Horsemanship pattern **TRAIL** **The Candidate:** 1) chooses a lesson to coach from the above list 2) prepares a student to ride one of the Intermediate Rider Trail patterns 3) coaches a *topic chosen by Evaluators* from the above Trail pattern **WESTERN RIDING** (Optional) **The Candidate:** 1) chooses a lesson to coach from the above list 2) prepares a student to ride an Intermediate Rider Western Riding pattern 3) coaches a *topic chosen by Evaluators* from above Western Riding pattern.
3. Analyze Performance	❒ Detect errors horse/rider skills. ❒ Correct errors in rider/horse skills.	Observed during the lessons

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca
REACH *HIGHER*
VISER *PLUS HAUT*

Programme national de certification des entraîneurs

National Coaching Certification Program

6

PLUS
All COMPETITION COACH- SPECIALISTS will be able to complete each of the following to the STANDARD:
1. Design an Equestrian Sports Program
5. Manage an Equestrian Sports Program
6. Support the Competitive Experience

NCCP OUTCOME	Equine Canada Criteria	How Evaluated
4. DESIGN AN EQUESTRIAN SPORTS PROGRAM	☐ Outline program structure based on available training and competition opportunities ☐ Identify program measures to promote rider/horse development ☐ Develop practice plans that integrate seasonal training priorities	**Submission to include the items outlined in the candidate package** **i.e. Yearly Training Program**
5. MANAGE AN EQUESTRIAN SPORTS PROGRAM	☐ Manage administrative aspects of program and oversees logistics ☐ Report on athlete progress throughout program	**Submission to include the items outlined in the candidate package (applicable to the candidate's program)** **i.e. Portfolio, Business plan, etc**
6. SUPPORT THE COMPETITIVE EXPERIENCE	☐ Prepare for readiness in competition ☐ Make effective interventions during and after the competition	**Observation at a competition venue**

If a Candidate does not adequately meet the STANDARD in some outcomes, he or she must undergo another evaluation for that outcome. All re-Evaluations are up to the discretion of the Evaluator/PTSO. The action-plan shared with the Candidate during the debrief session will clearly outline when re-Evaluation is recommended and what additional training may be required/recommended for the Candidate. When the Candidate has met all the STANDARDS, he/she will be a certified **COMPETITION COACH – Specialist.**

Re-Evaluation **must be done within a 2 year period** from the first Evaluation or subsequent Evaluations. Evaluators will debrief the Candidate and provide final results of the Evaluation at the end of the Evaluation day.

PTSOs will send follow-up written Evaluation results to Candidate within 2-3 weeks of the Evaluation. Final certification is authorized by Equine Canada. After a successful Evaluation certificates will be mailed within 4-6 weeks. The Candidate may request an interim letter of acknowledgement from Equine Canada for insurance or employment purposes only if required prior to issuance of the certificate.

NOTE: Competition Coach Specialist Candidates cannot attend an Evaluation unless they have completed all prerequisites and requirements of certification and submitted proof to their PTSO.
To achieve an ADVANCED standard the candidate must demonstrate or provide proof for ALL the evidences to the standard for outcome 1-3 AND the advanced standard described in the rubric for outcomes 4-6.

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   Programme national de certification des entraîneurs   National Coaching Certification Program   7

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION
A - Identify appropriate logistics for lesson/schooling session

(Not Sufficient)	STANDARD
☐ Plan has a basic structure, but does not clearly identify main segments or time line of practice ☐ Practice plan goals and objectives are vague and not clearly identified.	Coach presents a lesson plan that: ☐ Identifies potential risk factors. ☐ Identifies basic information, including date, time, location, number of athletes, and level of athletes. ☐ Is organized into main segments that include introduction, warm-up, main part, cool-down and conclusion. ☐ Identifies the duration of the practice and each practice segment on a timeline. ☐ Identifies a goal or a series of key elements that will be addressed in the lesson. ☐ Indicates basic logistical needs (i.e., facilities and equipment) to match the overall goal. ☐ Includes a list of key factors or teaching points that relate to the overall goal ☐ 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. ☐ Identifies specific objectives for each activity and a list of key factors or teaching points for each activity. ☐ Identifies training priorities and objectives that are appropriate for the time of the season and reflect the sport's recommendations and guidelines. ☐ Identifies where the practice is located within context of season or annual plan. ☐ Provides clear rationale for each goal and objective, based on objectively identified rider's needs. ☐ Identifies how each goal is consistent with NCCP/ LTED growth and development principles - Learning & Training to Compete

OUTCOME 1: PLAN A LESSON/SCHOOLING SESSION
B – Identify appropriate activities for each part of the lesson

(Not Sufficient)	STANDARD
Activities: ☐ Do not link to overall purpose of practice. ☐ Do not reflect awareness of safety. ☐ Are not consistent with	Activities: ☐ Reflect awareness of and control for potential risk factors ☐ Are effectively described (e.g., diagrams, explanations, key points). ☐ Are purposeful and link to overall practice goal. ☐ Are allotted enough time to develop the skills or tactics identified by the goal. ☐ Are sequenced properly in the main part to promote learning and skill development and induce the desired training effect. ☐ Contribute to the development of skill and are appropriate to the stage of skill development (acquisition, consolidation, refinement) of the rider/horse.

NCCP/Equestrian LTED growth and development principles. I.e. too advanced	☐ Identifies key factors (coaching points) ☐ Contribute to the development of athletic abilities in horse/rider, are appropriate for the sport, and are consistent with LTED ☐ Are created or designed for the specific needs of the rider/horse based on analysis of performance in competition. ☐ Integrate mental skills and strategies such as visualization, goal setting, and focusing strategies. ☐ Are purposely integrated to promote skill development and are consistent with the NCCP/Equestrian LTED skill development guidelines- ☐ Include practice conditions and/or variations in activities, which purposefully create challenges that elicit specific training effect. ☐ Promote basic concepts of decision- making. ☐ Contribute to development of specific physical abilities by identifying work–rest ratios, target training load, and target intensities. ☐ Include the use of goal setting and indicate specific criteria for assessing athlete achievement. ☐ 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)	**STANDARD**
☐ The emergency action plan is not available or incomplete.	A one- or two-page emergency action plan includes: ☐ Location of phones and emergency telephone numbers- including vet ☐ Specific directions to reach the facility ☐ The date of latest review of contents and condition of first aid kits; horse and human ☐ Location of a fully stocked first aid kit, horse and human. ☐ Location of fire extinguishers ☐ Designated charge person and call person with roles and responsibilities. ☐ Location of profiles for each horse/rider under the coach's care. ☐ A diagram of the facility included ☐ Emergency Fire/ flood evacuation plan (if applicable) ☐ Evidence that horse and rider profiles are well organized, updated and are kept in a secure location to protect privacy. (Assuming coach's own facility)

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   Programme national de certification des entraîneurs   National Coaching Certification Program   9

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING – TEACH LESSONS

A - Ensure that the lesson/schooling environment is safe

(Not Sufficient)	STANDARD
Coach: ❑ Recognizes the potential risks but does nothing to adjust the practice environment to enable safety. ❑ Does not survey practice environment prior to practice. ❑ Does not address dangerous factors in the training/lesson environment.	Coach: ❑ Is able to critically reflect on safety concerns (risk management) before practice. ❑ Takes steps to minimize risk to participants before and throughout the practice – (includes equipment (tack check), adapting to environmental, equine factor) ❑ Identifies appropriate expectations for rider behaviour and reinforces these expectations when appropriate. ❑ Forecasts dangerous factors and makes immediate adjustments so that horses and riders are not at risk.

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING – TEACH LESSONS

B - Implement an appropriately structured and organized lesson

(Not Sufficient)	STANDARD
❑ There is no clear structure to the practice, as demonstrated by the following elements: ❑ Coach does not use appropriate activities. ❑ Coach cannot provide evidence of planning (practice plan).	**ORGANIZATION** **Coach:** ❑ Ensures equipment is available and ready to use ❑ Demonstrates adequate use of space and equipment. ❑ Engages riders 50% of the time or more ❑ Delivers lesson in organized segments i.e. Introduction, demonstration and explanation. ❑ Uses logical and evident progressions. (Should be prepared to present three). ❑ Breaks are provided for recovery as required **FLEXIBILITY, ADAPTS AND MODIFIES** ❑ Adapts the lesson to provide the appropriate challenge ❑ Adapts the activities to ensure adequate learning ❑ Makes adjustments depending on the reaction and performance of the rider/horse in the activity.

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   Programme national de certification des entraîneurs   National Coaching Certification Program   10

	❒ Modifies practice activities to address circumstances and to create a specific training effect. ❒ Selects a variety of strategies

OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING – TEACH LESSONS
C - Make intervention that promote learning

(Not Sufficient)	STANDARD
❒ Feedback and instruction only identify *what* to improve, and not *how* to improve. ❒ Coach uses an explanation but does not identify any key learning points. ❒ Coach uses demonstration but participants are not in an optimal position to see and hear. ❒ Limited intervention is made to clarify key learning objectives. ❒ No or few questions are asked ❒ Feedback does not match performance ❒ Focus is on performance at the expense of learn	**EXPLANATION AND DEMONSTRATION** ❒ Uses explanation and identifies 1–3 key learning points. ❒ Provides clear, concise explanations, providing opportunities for the riders to ask questions ❒ Clarifies key learning objectives and performance factors (feedback, instruction) with riders before engaging in the activity. ❒ Uses demonstrations, and participants are in an optimal position to see and hear. **FEEDBACK** ❒ Uses positive, respectful and specific language when providing verbal interventions ❒ Provides feedback and instruction that clearly identifies *what* to improve and *how* to improve. ❒ Uses feedback during the lesson to constructively reinforce riders' effort and performance ❒ Makes interventions such that riders have adequate time to practice skill or tactic. ❒ Maintains a positive outlook and acknowledges rider's needs and thoughts. ❒ Provides feedback which is evaluative, prescriptive and descriptive ❒ Analyzes when to limit feedback to promote critical thinking **TEACHING KNOWLEDGE & CONTENT** ❒ Implements activities that contribute to the development of technical skills, tactics, and athletic abilities. ❒ Adequately sequences activities to enhance learning or specific training effects ❒ Provides activities that clearly identify the performance factors and learning objectives that were outlined at the beginning of lesson and creates specific coaching moments (cognitive triggers) to enhance learning. ❒ Can identify and use appropriate techniques that address individual learning styles and that optimize learning. ❒ Creates and integrates opportunities for the rider to apply basic decision making (technical knowledge) ❒ Adheres to the appropriate skill development model- LTED ❒ Makes adjustments based on reaction and performance ❒ Lesson content matches lesson goal(s). ❒ Integrates mental preparation strategies into the lesson ❒ Selects from a variety of intervention strategies to achieve specific learning objectives that will result in greater transfer to the competitive environment.

QUESTIONS
- ☐ Riders are encouraged to ask questions
- ☐ Uses questioning to help rider to reflect on performance.
- ☐ Reinforces correct performance by facilitating appropriate interventions (e.g., feedback, questioning, using a demonstration) to identify the key factors that were properly executed
- ☐ Provides specific feedback to individual riders and enables each rider to take greater ownership over specific performance factors and learning objectives.
- ☐ Uses questions to facilitate awareness and critical thinking
- ☐ Emphasizes independent thinking and problem solving.

MISCELLANEOUS (**Evaluators may question the candidate for evidence)
- ☐ Demonstrates a models a positive image of the sport.
- ☐ **Reinforces and teaches the correct application of competitive rules that enable a safe practice where appropriate i.e. Illegal fences *****
- ☐ **Demonstrates an understanding of the difference between learning and performance ****
- ☐ **Demonstrates an understanding of factors that may affext learning. i.e. nerves ****

	OUTCOME 2: PROVIDE SUPPORT TO RIDERS/HORSES IN TRAINING – **TEACH LESSONS** *D – Teaching a student how to improve the horse on the lunge*	
Section	**(Not Sufficient)**	**STANDARD**
Safety	**The coach does not:** ☐ Demonstrate confidence and experience ☐ Observe and instruct correctly ☐ Check tack/equipment ☐ Adjust tack/equipment ☐ Provide protective equipment for the horse ☐ Ensure equipment is in good condition ☐ Wear gloves and/or is wearing spurs ☐ Ensure the doors/gates are closed and ignores potential hazards ☐ Address dangerous factors or potential risks that are present.	**The coach** ☐ Moves around the horse efficiently, demonstrating experience and a high comfort level. ☐ Obvious experience using the equipment is evident. ☐ Is able to respond to questions about the equipment. ☐ Adjusts the equipment during the session when/if required without prompting. ☐ Recognizes potential hazards regarding equipment. ☐ Has researched information about the horse. ☐ Discusses and explains what is required to the "student" ☐ Involves the "student" in tack adjustment as required. ☐ Uses "teachable moments" ☐ Quickly adapts to a situation that emerges during the session **The coach ensures:** ☐ The equipment is fitted correctly, good condition & horse is protected (boots etc.) ☐ He/she and the "student" are wearing gloves and no spurs ☐ That all doors/gates are shut and that all equipment / area is safe.

Lunging Technique While demonstrating to the "student"	☐ Lunge line is wrapped around hand ☐ Lunge line is dragged on ground ☐ Whip is moved in such a way as to scare the horse while tack is checked ☐ Lunge whip is held too high or low ☐ Cracks the whip. ☐ Cannot maintain an even size and shape of circle ☐ Circle too small/large ☐ Does not maintain correct triangle of control with whip and horse ☐ Is unable to use body/voice to effectively control horses movement ☐ Equipment is not adjusted as required ☐ Horse is not moving forward into the contact as required	**The coach demonstrates, observes and instructs the student as required how to:** ☐ Hold the lunge line safely ☐ Avoid the lunge line touching the ground ☐ Fluidly adjust the length of the lunge line as necessary ☐ Maintain an even size and shape of circle ☐ Use voice, whip and/or body language effectively to control horse's movement. ☐ Maintain/adjust position throughout as required ☐ Maintain control of the horse and/or regain control effectively as required. ☐ Motivate the horse to move forward and engage. ☐ Use the equipment correctly ☐ **Coach:** ☐ Discusses and explains what is required to the "student" ☐ Involves the "student" as much as possible. ☐ Uses "teachable moments"
Teaching and Training	**Coach cannot explain to the student:** ☐ How to identify the root training problem/objective ☐ Why certain equipment is being used ☐ How to address a particular training challenge ☐ How to match the exercise with the intended results or improvement desired. **The coach can/does not:** ☐ Suggest safe exercises. ☐ Suggest the next progression before improvement is achieved. ☐ Discuss how the exercises affect the training goals. ☐ Improve the horse in the time provided ☐ Discuss/explain the results or lack of results ☐ Realize that the equipment used is not appropriate for the training goal desired	**Coach is able to:** ☐ Clearly identify training challenges/root problem (Analyzing Performance) ☐ Discuss this with the "student" ☐ State **WHAT** is going to be done in the training session to address the challenge ☐ Explain **WHY** this goal is important. ☐ Explain **HOW** the goal will be achieved ☐ Involve the student in the decision -making ☐ Suggest a specific exercise and explain how the exercise will help to improve the horse ☐ Recognize when it is appropriate to move to the next progression and can explain why the decision is made. ☐ Recognize and explain the need to use other equipment to assist in improving performance ☐ Use the equipment effectively to improve performance ☐ Assist/instruct the student how to improve the horse ☐ Discuss the results or lack of results of the training session ☐ Involves the "student" as often as possible ☐ Uses "teachable moments"

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   Programme national de certification des entraîneurs   National Coaching Certification Program   13

OUTCOME 3: ANALYZE PERFORMANCE
A - Detect performance errors – Ability to detect errors

(Not Sufficient)	STANDARD
Coach: ☐ Observes the skill from a single vantage point to detect performance factors. ☐ 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. ☐ Scans lesson environment infrequently and pays little attention to skill execution. ☐ Identifies effort and motivational factors that contribute to lack of performance rather than key technical or tactical factors. ☐ Is only able to explain *how* the error relates to the overall performance but does not indicate *why* it is important	Coach: ☐ Moves around practice environment to observe skills from the most optimal vantage points and scans all the athletes. ☐ Is able to select the most critical factor that has a direct impact on performance. ☐ Is able to reflect on potential causes of skill error (cognitive, affective motor). ☐ Is able to consistently communicate *how* and *why* a critical error contributes to the performance. ☐ Helps athletes to understand how errors affect overall performance by asking appropriate questions. ☐ Helps the athletes to detect key performance factors and to understand how and why these errors affect overall performance. ☐ Analyzes a variety of factors that could contribute to increased performance (e.g. athletic abilities in horse/rider, environmental factors, recovery and regenerative strategies for horse/rider, mental strategies for horse/rider etc) ☐ Uses a variety of observational strategies (e.g., positioning, video, other coaches, etc.) to identify the most critical aspects of performance. ☐ Reinforces application of competitive rules that relate to skill execution when appropriate. ☐ Provides a rationale for identifying skills or tactics that need improvement, based on sport-specific analysis of performance. ☐ Identifies errors that are consistent with athlete development guidelines for the appropriate stage of athlete development. LTED –Learning and Training to Compete

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   *Programme national de certification des entraîneurs*   *National Coaching Certification Program*   14

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

(Not Sufficient)	STANDARD
Coach: ☐ Corrects the rider by indicating **what** they did rather than identifying specific strategies for how to improve the performance. ☐ Provides corrections that identify vague external factors rather than specific factors that contribute to improved performance	Coach: ☐ Makes specific corrections that identify **how** to improve the performance by prescribing key performance factors. ☐ Identifies **why** the correction will have a beneficial effect on the performance and consistently identifies **how** to improve performance ☐ Uses demonstrations to model correct performance. ☐ 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? ☐ Asks the rider's/parent consent for physical contact when assisting in correcting an error. ☐ Identifies if the level of difficulty in the task is relevant to the rider's/horse's capabilities ☐ Ensures adequate motor engagement in the task/activity for each rider/horse. ☐ Helps riders to identify individual corrections by asking open-ended questions. ☐ 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. ☐ Helps riders to increase awareness of basic corrections by asking closed questions.

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM
A - Outline program structure based on available training and competition opportunities

(Not Sufficient)	STANDARD	ADVANCED
Coach: ☐ Coach is able to present only basic rider/horse information and seasonal logistics (practices and competitions). ☐ Coach cannot present a planning calendar of logistical information	Coach: ☐ Can identify all rider/horse information ☐ Can indicate the length of the season, practice/lesson dates, and main competitions. ☐ Can identify entry point for the majority of riders in the season plan. ☐ Reflects on possibility of starting earlier or finishing later in the season. ☐ Uses the program template (developed by his/her sport or as part of the multi-sport modules) to correctly identify training objectives and priorities at critical times of the season. ☐ Correctly calculates the length of the season given breaks and other logistics. ☐ Presents logistical information on a planning calendar. ☐ Correctly divides seasonal program into three main periods (preparation, competition, transition). ☐ Correctly calculates the total number of competition and training days in the seasonal program.	As in the standard plus coach: Presents a seasonal planning calendar which: ☐ Is divided into specific phases within each period. ☐ Identifies the relative importance of competitions. ☐ Provides sufficient opportunities for recovery and learning, rider and horse development between important competitions. ☐ Organizes competitions and their importance to arrange them with an appropriate perspective in order to promote Equestrian long-term development (LTED) – Learning and Training to Compete. ☐ Identifies major program orientations (goals and objectives) related to skill development, physical conditioning, rider/horse performance, and general stages of rider/horse development for each period of the program. ☐ Indicates the relative importance of the training factors and training components for each period

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM
B - Identify program measures to promote rider/horse development

(Not Sufficient)	STANDARD	ADVANCED
Coach: ☐ Coach does not compare training-to-competition ratios to LTED – Training and	Coach: ☐ Calculates the ratio of training: competition opportunities within the seasonal program ☐ Compares the ratio of training: competition opportunities within	As in standard plus coach: ☐ Identifies systemic strategies or measures to offset critical program elements that show major inconsistencies with the LTED template and that are prevalent in

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca REACH HIGHER VISER PLUS HAUT   Programme national de certification des entraîneurs   National Coaching Certification Program   16

Learning to Compete/win norms. ☐ Coach does not present any strategies or solutions to assist in aligning training–to-competition ratios to LTED (Learning and Training to Compete) norms. ☐ Coach does not calculate training-to-competition ratios.	own program to recommended norms pertaining to long-term equestrian development (LTED). ☐ Identifies whether there are adequate training and competition opportunities for developmental potential based on LTED norms as a reference. ☐ Provides a brief rationale that identifies whether seasonal program promotes adequate developmental potential. ☐ Correctly identifies major issues within the seasonal program and presents realistic solutions that are consistent with LTED norms (Learning and Training to Compete).	the sport. ☐ Determines if trends observed in own program are generalized in the Equestrian sport. ☐ Systematically addresses key program variables that represent obstacles to athlete long-term development in order to achieve an appropriate training to competition ratio.

OUTCOME 4: DESIGN AN EQUESTRIAN SPORT PROGRAM
C - Develop practice plans that integrate seasonal training priorities

(Not Sufficient)	STANDARD	ADVANCED
Coach: ☐ Is unable to correctly prioritize athletic abilities within a given week of the preparatory period of a seasonal plan. ☐ Is unable to identify objectives for each of the athletic abilities within a given week of the preparatory period of a seasonal plan.	Coach: ☐ Uses NCCP or Equine Canada template or procedures to correctly identify the most important athletic abilities for a given week in the preparatory and competition periods of the program. ☐ Correctly identifies the specific objectives (development-maintenance or acquisition-consolidation) for each of the athletic abilities based on the location in the preparatory period. ☐ Determines the total number of training or practice sessions and their duration and calculates the total training or practice time within weekly plan. ☐ Determines whether the time required and the time available for athlete preparation is appropriately aligned based on NCCP or Equine Canada guidelines. I.e. can the athlete maintain an appropriate quality of life and prepare for competition.	As in the standard plus coach: ☐ Develops and presents a seasonal planning template that integrates sport-specific components, physical components, and specific mental strategies into program design (e.g., visualization, goal setting, etc.). ☐ Develops and presents an Equestrian template for LTED that is consistent with NCCP and LTED growth and development principles, principles for training athletic abilities, and stages of skill development. ☐ Can identify adjustments to the LTED template to better reflect own program situation while remaining consistent with LTED principles, growth and development principles, principles for training athletic abilities, and stages of skill development. ☐ Presents a seasonal planning template that prioritizes key training factors, components, and

	❐ Presents a strategy to develop athletic abilities based on analysis of weekly program and identifies how to manage time based on training priorities and objectives. ❐ Presents a one-week plan for each period of the seasonal program that correctly identifies main objectives and priorities for athletic abilities. ❐ Provides a lesson plan that identifies appropriate types of exercises for rider/horse athletic abilities, and practice conditions for technical or tactical factors within each of the weekly plans.	objectives and provides appropriate sequencing of these items within each period of the plan.

OUTCOME 5: MANAGE AN EQUESTRAIN SPORT PROGRAM
A - Manage administrative aspects of program and oversee logistics

(Not Sufficient)	STANDARD	ADVANCED
Coach; - Provides limited or no evidence of use of communication tools or other forms of program information. - Provides limited or no documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments.	Coach - Can present documentation that outlines the philosophy, objectives, basic financial demands, and schedules of competition events and training commitments. - Provides evidence of ongoing communication with athletes, parents, and other key stakeholder. - Provides a schedule of competition and training commitments to riders and key stakeholders. - Identifies expectations for behaviour and commitment and identifies appropriate consequences. - Facilitates logistics for away competitions (travel arrangements, food, chaperones, etc.). - Can provide a record of appointments/meetings with experts and/or stakeholders as required preparing budgets and other financial logistics.	As in standard plus coach: - Provides evidence of his/her ability to work with other coaches (assistants) using optimal leadership qualities. Leadership for this context is defined as the ability to influence others to accept, willingly, the leader's purpose and goal to help bring about some better future outcome or result, and to work together, voluntarily, towards achieving that end - Provide evidence that he/she delegates activities appropriately to other coaches (assistants) and acknowledges their ideas and input into the program. - Can present written criteria for selection of athletes to competitions or specific competitive events

OUTCOME 5: MANAGE AN EQUESTRIAN SPORT PROGRAM
B - Report on athlete progress throughout program

(Not Sufficient)	STANDARD	ADVANCED
Rider/Horse assessment tends to be anecdotal or subjective and does not clearly identify key performance factors or areas for improvement.	Coach: - Presents documentation that provides general assessment of rider/horse performance and level of progression. - Presents basic individual rider/horse assessment tool that identifies key performance factors and recommends areas for improvement.	As in standard plus coach: - Presents evidence of debriefing session or interview with rider and/or parents to discuss progress in relation to individual goals. - Tracks specific rider/horse performance factors over an extended period of time (e.g., one season) and can clearly identify rider/horse progress.

❏ Assessment of performance is vague and unclear. There is limited documentation on athlete progress within the program	❏ Ensures the privacy of rider/horse information and takes steps to maximize confidentiality.	❏ Provides evidence that assessment includes objective indicators of performance in relation to rider goals (e.g., fitness testing results, attendance, training diary, training loads or volumes, etc.).

OUTCOME 6: SUPPORT THE COMPETITIVE EXPERIENCE		
A- Prepare for readiness in competition		
(Not Sufficient)	**STANDARD**	**ADVANCED**
☐ Coach is not prepared and has difficulty organizing rider/horse for competition. ☐ Rider is unaware of competition schedule or plan. ☐ Pre-competition preparation is rushed, and equipment is not readily available.	Coach: ☐ Ensures that sport-specific logistics and procedures (equipment, facility, rules) are accounted for to enable a safe and positive competition environment. ☐ Manages time effectively to ensure horse/rider physical readiness (e.g., warm-up, lunging, hand walking etc.), equipment checks, and sport-specific logistics (e.g., rider and/or barn manager meeting). ☐ Ensures that warm-up provides adequate physical readiness for competition. ☐ Identifies performance or process goals for competition and has planned a strategy to monitor these goals. ☐ Can produce a competition plan that identifies tactics, strategies, or horse/rider expectations before, during, and after the competition. ☐ Clarifies competitive rules before the competition (e.g., eligibility etc.) and communicates appropriate information to athletes and other stakeholders (e.g., parents). ☐ Ensures that tactics and strategies are consistent with rider/horse stage of development, skill level, and fitness level; seasonal objectives; and the rules of competition. ☐ Adjusts rider/horse preparation based on changes in the competitive environment or other extraneous factors (e.g., rider/horse injury).	As in the standard plus coach: ☐ Is able to present contingency plans to deal with unforeseen or ambiguous factors that may affect the competition. I.e. Contingency plans to reduce or minimize distractions for riders or provide alternatives to ensure optimal rider/horse performance. ☐ Ensures the use of basic mental strategies to assist in creating an ideal performance state. ☐ Plans and organizes the roles and responsibilities of assistants and other stakeholders (e.g., other coaches, trainers, parents, managers, etc.). ☐ Can present a strategy to monitor competition goals or gather evidence of rider/horse performance. ☐ Reinforces key nutritional considerations (e.g., hydration, pre-event eating) before the competition. ☐ Promotes philosophies of fair play and drug-free sport as identified by the Canadian Centre for Ethics in Sport or by provincial legislation.

© Equine Canada and Coaching Association of Canada, 2015
Competition Coach Specialist – Western, Evaluation Rubric

coach.ca
REACH HIGHER
VISER PLUS HAUT

Programme national de certification des entraîneurs

National Coaching Certification Program

21

OUTCOME 6: SUPPORT THE COMPETITIVE EXPERIENCE
B - Make effective interventions during and after the competition

(Not Sufficient)	STANDARD	ADVANCED
Coach: ☐ Criticizes rider's/horse's performance during the competition or between competitive events. ☐ Ignores rider after the competition or berates rider's performance. ☐ Interventions are coach directed and tend to be non-specific or vague.	Coach: ☐ Is positive and provides rider with basic information that identifies what he/she needs to improve performance. ☐ Gives frequent motivational or directional prompts during the competition or between classes (as appropriate). ☐ Meets with rider after the competition to provide encouragement and reinforce achievement ☐ Is positive and provides rider with basic information that identifies *what* and *how* to develop greater performance. For example, coach gives basic strategic information and provides ways in which to achieve successful performance during the competition or between competitive classes (as appropriate). ☐ Makes sure rider is focused on the task, not the result or scoreboard. ☐ Meets with rider after the competition to review competitive objectives. ☐ Helps rider (during or between classes, as appropriate), to reflect critically by prompting them to choose successful strategies for subsequent performances. ☐ Uses interventions that provide strategic information (event specific), manage rider/horse, make adjustments for equipment (fine tuning, etc.), or implement mental strategies (anxiety control). ☐ Assesses the timing and interventions (or decisions to not intervene) made during the competition as appropriate to the sport and can justify which interventions may be repeated or modified in the next competition situation.	As in standard plus coach: ☐ Presents a post competition assessment of performance and provides a link to the goals or objectives of the next practice or competition. ☐ Assists the rider, during or after the competitive events, to reflect upon and choose successful strategies for subsequent performances. ☐ Assesses strategy plan after the competition and identifies what aspects of the plan were successful and a rational for what could be improved. ***Interventions are complex and require athletes to take ownership over competitive decisions where appropriate.***

Visit **coach.ca** – Canada's most dynamic coaching community.
Check your certification, complete online evaluations, access
sport nutrition tips, read coach stories and more!