



National  
Coaching  
Certification  
Program

# ***Equine Canada Instruction of Beginners Observation Kit— ENGLISH JUMP Rubrics***

NCCP Certified Instructors of Beginners with Jump component will be able to:

1. Plan a jumping lessons for beginner riders
2. Teach a jump lessons to beginner riders.
3. Analyze performance of beginner riders over fences.

<b>TASK</b>	<b>Tool/Task</b>	<b>NCCP outcome being evaluated</b>
Task F (Optional Component)	<ul style="list-style-type: none"> <li>• Jump lesson</li> </ul>	Teach mounted lessons to beginner riders Analyze performance of beginner riders

NOTE: To receive a mark of (3) for “Exceptional quality”, the instructor candidate must have the elements listed under (2) “Minimum standards” PLUS what is listed in the “Exceptional” column



## TASK F: JUMP LESSON

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Safety</b>	Horse/rider equipment ready	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tack not checked.</li> <li><input type="checkbox"/> Tack checked but not adjusted if required.</li> <li><input type="checkbox"/> Riders not wearing helmets or footwear with proper heel.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Riders are all wearing helmets and footwear with heels as defined by law and Equine Canada Beginner Rider framework.</li> <li><input type="checkbox"/> Ensures that girth and other equipment is correctly fitted and adjusts as necessary.</li> <li><input type="checkbox"/> Ensures that tack is in good repair.</li> <li><input type="checkbox"/> Stirrups are even and an appropriate length for the lesson topic.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor provides an explanation while checking and adjusting tack to help the student be more independent next time.</li> </ul>
	Safe group management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rider proximity is unsafe and is not corrected by the instructor. Fast moving horse is always placed last in the line.</li> <li><input type="checkbox"/> Slow horse is at front of the group affecting the progress of others.</li> <li><input type="checkbox"/> Instructor does not have control of the environment (riders, horses, spectators, etc.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All riders are going in the same direction.</li> <li><input type="checkbox"/> Horses are at least one horse length apart.</li> <li><input type="checkbox"/> Slow horse is moved to the back of the group as required.</li> <li><input type="checkbox"/> Front horse is rotated as required.</li> <li><input type="checkbox"/> Instructor maintains control of environment (riders, horses, spectators, etc.). e.g. Only one rider to jump at a time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor places himself/herself so that he/she can see all participants at all times, e.g. Beside the jump</li> <li><input type="checkbox"/> Instructor quickly and easily adapts to changing conditions in the group, e.g. changes the plan to deal with an anxious rider.</li> </ul>
	*** Appropriate horse/pony	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor cannot explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor can explain why or why not the horse(s) is/are appropriate as a beginner horse(s).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked by evaluator, Instructor 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.</li> </ul>
	*** Risk management	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor leaves doors/gates open and ignores potential hazards.</li> <li><input type="checkbox"/> Instructor does not recognize potential risks when there are dangerous factors in the environment which should have been addressed, e.g. jump cups are left on standards without poles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor ensures that all doors/gates are shut and that all equipment/area is safe. E.g. jump cups removed when not in use.</li> <li><input type="checkbox"/> Instructor can identify adjustments to lesson after a dangerous situation has become evident, e.g. distances between poles etc. not appropriate for the horse.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor quickly adapts to a situation that emerges during lesson (e.g. adjusts distances automatically as problems arise.).</li> </ul>

\*\*\* The candidate may 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)
<b>Structure &amp; Organization</b>	Instructor provides appropriate plan	<input type="checkbox"/> Instructor does not have a plan.	<input type="checkbox"/> Instructor has a lesson plan that is appropriate for beginner riders. <input type="checkbox"/> Plan identifies a clear lesson goal.	<input type="checkbox"/> Instructor has a detailed and structured lesson plan for beginner riders which includes all the elements outlined in Section A of English Rubric.
	***Lesson equipment ready	<input type="checkbox"/> Equipment is not ready when needed. <input type="checkbox"/> Instructor 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 time allotment for activities	<input type="checkbox"/> Lesson has a base structure, but there are no clear lesson segments. <input type="checkbox"/> Time allotments are not appropriate i.e. too short/long.	<input type="checkbox"/> Lesson is organized into main segments including introduction, explanation, demonstration, warm-up, main part (practice), cool-down and conclusion. <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"/> Timeline provides evidence of optimal use of the available time to promote a high degree of active engagement, practicing and learning by the participants. <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., use an opening rein to help correct your horse's left drift)	<input type="checkbox"/> Delivered activities match the lesson goals. <input type="checkbox"/> Planning for activity progressions is evident.	<input type="checkbox"/> Instructor adjusts the exercises to best meet the lesson goal based on participants' and horses' reactions. <input type="checkbox"/> If a change is required (content or timeline) instructor is able to explain why changes are made to the lesson plan.
	Riders actively engaged	<input type="checkbox"/> Participants are standing and waiting for more than 50% of the lesson.	<input type="checkbox"/> Riders are engaged in activity more than 50% of the time.	<input type="checkbox"/> Instructor engages participants by increasing or decreasing number and or level of challenges. <input type="checkbox"/> Instructor's creativity and variety engages participants as evidenced by their active participation (either riding or participating in "teachable moments" dialogue) for more than 75% of the lesson.
	Optimal use of space & equipment	Instructor does not use all of available space and is unable to explain why.	<input type="checkbox"/> Instructor uses available space to ensure horses are spaced out and that there is enough room to safely perform activities. <input type="checkbox"/> Other riders are positioned to be able to see each rider jump	<input type="checkbox"/> Instructor creatively maximizes available space.

Criteria	Evidence	Evidence is incorrect / incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
	The content is appropriate for beginners	<input type="checkbox"/> The content is above/below the level and/or not appropriate for beginners.	<input type="checkbox"/> The content is at a suitable level and is appropriate for beginners.	<input type="checkbox"/> Content is clearly aimed at the age level of the students and is appropriate for each participant.
	Lesson objectives introduced	<input type="checkbox"/> Instructor does not identify lesson goals to participants.	<input type="checkbox"/> Instructor clearly states <b>WHAT</b> is going to be done in the lesson.	<input type="checkbox"/> Instructor states lesson goals at the beginning of the lesson and explains <b>WHY</b> this goal is important.
	Effective explanation	<input type="checkbox"/> Doesn't use key teaching points (aids). <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 Instructor does not clarify. <input type="checkbox"/> Instructor does not use discipline specific language.	<input type="checkbox"/> Uses 1-3 key teaching points to explain <b>HOW</b> the goal will be accomplished. <input type="checkbox"/> Key points (aids) are correct within discipline standards (technically correct). <input type="checkbox"/> Instructor uses age appropriate language to explain key points. <input type="checkbox"/> Instructor uses discipline specific language.	<input type="checkbox"/> Instructor uses analogies and examples from participant's experiences to reinforce key learning points. <input type="checkbox"/> Instructor uses discipline specific language and ensures that the participants understand.
	Instructor uses effective demonstrations	<input type="checkbox"/> Instructor does not provide any demonstrations. <input type="checkbox"/> Demonstration does not match teaching goal. <input type="checkbox"/> Demonstration does not describe what the instructor intends, i.e. shows the correct exercise or demonstrates a common error. <input type="checkbox"/> Students can not see or hear the demonstration.	<input type="checkbox"/> Instructor uses demonstrations that can be seen/heard by entire group. <input type="checkbox"/> Demonstration correctly matches the goal of the lesson. <input type="checkbox"/> Demonstration matches the instructor's explanation, i.e. the correct exercise or a common error.	<input type="checkbox"/> Instructor organizes group so participants are in an optimal position to see and hear demonstrations. <input type="checkbox"/> Key teaching points clearly match the demonstration provided.
	Instructor provides effective feedback to riders	<input type="checkbox"/> Feedback only identifies <b>what</b> to improve and not <b>how</b> to improve. <input type="checkbox"/> More motivation than correction—riders are told "good job" instead of how to improve. <input type="checkbox"/> Instructor speaks too quickly or quietly for riders to hear feedback. <input type="checkbox"/> Instructor does not affirm or correct participant's response.	<input type="checkbox"/> Instructor ensures participants can hear him/her and Instructor ensures he/she can hear participants. <input type="checkbox"/> Instructor checks for understanding. <input type="checkbox"/> Feedback is positive, specific, and is communicated to individuals and the group. <input type="checkbox"/> Feedback is selective and not constant. <input type="checkbox"/> Feedback provides enough information for participant to try to improve performance. <input type="checkbox"/> Instructor affirms or corrects participant's response.	<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"/> Instructor's voice is clear and audible for entire lesson. <input type="checkbox"/> Feedback promotes analysis by the participant.
	Instructor facilitates skill practice	<input type="checkbox"/> Riders are 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 rider to practise/master the skill.	<input type="checkbox"/> Instructor provides opportunities for riders to incorporate feedback. <input type="checkbox"/> Instructor provides opportunities for riders to practice new skills. <input type="checkbox"/> Activities provide an opportunity for riders to practice skills, which lead to accomplishment of lesson goal. <input type="checkbox"/> Sufficient time is allowed for the participant to practice/master skill of each progression.	<input type="checkbox"/> Instructor alters/amends progressions to meet the needs of the participants.
	Reinforcement of rider's effort and performance	<input type="checkbox"/> Instructor does not address each individual. <input type="checkbox"/> Instructor is critical rather than constructive (addresses what is wrong instead of what and how it can be improved).	<input type="checkbox"/> Instructor speaks to each individual with a positive and constructive comment on his/her performance.	<input type="checkbox"/> Instructor reinforces efforts by encouraging problem solving and independent thinking. <input type="checkbox"/> Interventions are specific to individuals.

	Use of two-way communication	<input type="checkbox"/> Instructor does all the talking in the lesson—talks for more than 50% of the time. <input type="checkbox"/> Instructor does not react to participant's response.	<input type="checkbox"/> Instructor asks at least one question regarding participants' reaction/understanding of an activity. <input type="checkbox"/> Instructor reacts to participant's response by moving ahead with the lesson or clarifying and allowing more practice of the skill.	<input type="checkbox"/> Instructor consistently uses questioning to help participants reflect on performance. <input type="checkbox"/> Instructor asks each rider a question and affirms/corrects/clarifies.
<b>Professional conduct</b>	Appropriate Instructor 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: incorrect footwear and no helmet when riding.	<input type="checkbox"/> Clothing is appropriate for the weather. <input type="checkbox"/> Clothing is appropriate for discipline's dress code. <input type="checkbox"/> Helmet and proper footwear are worn if riding.	<input type="checkbox"/> Instructor is professionally and neatly turned out.
	Professional communication	<input type="checkbox"/> Instructor speaks ill of another instructor, client and/or facility during lesson. <input type="checkbox"/> Instructor uses profanities, insults, or discriminatory language. <input type="checkbox"/> Instructor's body language and facial expressions are negative. <input type="checkbox"/> Instructor speaks above/below the level of the group.	<input type="checkbox"/> Instructor uses age appropriate language and mannerisms. <input type="checkbox"/> Communication is respectful: non-discriminatory and void of profanities or insults.	<input type="checkbox"/> Instructor connects with the group and establishes a respectful rapport that facilitates learning and enjoyment of the activity.
	***Positive outlook	<input type="checkbox"/> Instructor's comments are negative. <input type="checkbox"/> Instructor dwells on what is wrong and does not address anything that is being performed well.	<input type="checkbox"/> Instructor's comments are positive and constructive. <input type="checkbox"/> Instructor reinforces what is going well in addition to what needs to be improved. <input type="checkbox"/> Instructor's facial expressions and body language are positive and open. <input type="checkbox"/> Promotes and models a positive image of the sport.	<input type="checkbox"/> Instructor's behaviour, language, and attitude inspire participants. <input type="checkbox"/> Instructor's positive behaviour facilitates a constructive learning environment and creates an atmosphere of fun.
	***Respects participants needs/thoughts	<input type="checkbox"/> Instructor is late and/or unprepared. <input type="checkbox"/> Instructor ignores one or more participants. <input type="checkbox"/> Instructor's behaviour does not illustrate an understanding of expressed participant's fears and anxieties.	<input type="checkbox"/> Instructor arrives on time and is prepared for the lesson. <input type="checkbox"/> Instructor listens to participants' ideas and concerns. <input type="checkbox"/> Instructor's behaviour illustrates an attempt to understand and overcome anxieties and fears of participants.	<input type="checkbox"/> Instructor arrives early enough to set up, review lesson and greet each participant as he/she arrives. <input type="checkbox"/> Instructor is able to channel participants' thoughts and concerns into improved performance.
	**Communicates /reinforces expectations of participants.	<input type="checkbox"/> Instructor does not identify expectations for participant behaviours. <input type="checkbox"/> Instructor does not reinforce expected behaviours of participants as required.	<input type="checkbox"/> Instructor identifies appropriate expectations for participant behaviour and reinforces as required.	<input type="checkbox"/> Instructor reinforces positive behaviors as well as correcting inappropriate behaviors.

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**TASK F: OBSERVATION—JUMP LESSON (continued)**  
**Analyze performance of a beginner jumper.**

Criteria	Evidence	Evidence is incorrect or incomplete (1)	Minimum standards (2)	Exceptional quality and attention to detail (3)
<b>Detects Skill Errors (candidate is able to detect errors)</b>	Effective observation of performance	<input type="checkbox"/> Instructor does not pay attention to skill executions. <input type="checkbox"/> Instructor does not move around lesson environment to observe skills.	<input type="checkbox"/> Instructor moves around lesson environment to observe most of the skill development.	<input type="checkbox"/> Instructor 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 rider's level e.g. "you need to see your spot"	<input type="checkbox"/> Errors identified are consistent with Instructing Beginners guidelines. <input type="checkbox"/> Instructor 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. deeper heel.	<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. keeping the rhythm will help get a more balanced take-off
	***Identifies potential causes of error	<input type="checkbox"/> Instructor is unable to problem solve and is not able to identify potential causes of skill error when prompted.	<input type="checkbox"/> Instructor is able to reflect on and respond to some potential causes of skills error and communicates this to the participant when prompted,** e.g. "Your horse is running out because your left rein is shorter and he is not straight to the fence"	<input type="checkbox"/> Instructor is able to reflect on all potential causes of skill errors as relevant for beginners. <input type="checkbox"/> Instructor helps participants detect errors and understand how performance is impacted e.g. "Why do you think your horse stopped?"
	***Appropriate explanation of error	<input type="checkbox"/> Instructor 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. "If you go faster, he'll take off closer"	<input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance when prompted, ** e.g. If you pull on the reins, your horse will stop.	<input type="checkbox"/> Instructor is able to explain how the errors relate to overall performance without prompting. <input type="checkbox"/> Able to explain <b>WHY</b> this is important, e.g. "If your horse is slowing down on the final approach to the fence, he wont have the energy required to get over the obstacle.
<b>Prescribes Corrections (candidate provides corrections)</b>	Appropriate correction applied	<input type="checkbox"/> Instructor does not apply corrections to identified errors. <input type="checkbox"/> Correction identified does not impact the error being addressed, e.g. improve your falling behind by throwing your hands forward.	<input type="checkbox"/> The correction will have some impact on the performance of the skill as per the Instructing Beginner Guidelines/Rider Manuals etc. "maintain a steady rhythm on the approach".	<input type="checkbox"/> Correction will have the most impact on the performance of the skill as per the lesson goals, i.e." picture the horse rearing up and closing the angle between your upper body and his neck"
	Communicates prescriptive skill correction	<input type="checkbox"/> Instructor does not identify/use adequate demonstrations to model correct skill performance. <input type="checkbox"/> Skill corrections are vague and too general, e.g. "eyes", "shoulders". <input type="checkbox"/> Skill corrections focus on <b>WHAT</b> to improve rather than identifying specific strategies for <b>HOW</b> to improve the skill performance, e.g. "Your eyes are down".	<input type="checkbox"/> Correction clearly emphasizes both <b>WHAT</b> to improve and <b>HOW</b> to improve, e.g." you are leaning too far forward, Push your upper body away from the horses neck. Instructor uses/identifies adequate demonstrations to model correct skill performance. <input type="checkbox"/> Instructor uses own body language to demonstrate.	<input type="checkbox"/> Instructor explains <b>WHY</b> the correction will have a beneficial effect on performance while identifying <b>HOW</b> to improve, e.g. "If you use your eyes, your body will be able to more automatically adjust to make corrections". <input type="checkbox"/> Instructor uses specific external cues, i.e., "keep your eyes on the orange pylon at the end of the line". <input type="checkbox"/> Instructor helps athletes increase awareness of basic corrections by asking open-ended questions e.g. Where are your hands over the jump? <input type="checkbox"/> Instructor is able to rephrase corrections to achieve the desired result.

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