



CTRI TEACHING EVALUATION

There are some areas where it will be impossible to achieve an “above standard” mark; since the correct method will be the *only* safe method accepted. To achieve an “Above standard” mark will require that a candidate demonstrates the “At standard” requirement PLUS any additions mentioned in the above standard column.

In some areas, this rubric refers to the “correct” methods of performing a task. Please refer to the following publications for acceptable “correct” methods: -

CanTRA Instructor Manual: CTRAI Home Study: Manual of Horsemanship – British Horse Society and Pony Club: Stable Management in Canada: Teaching Disabled Riders – Mary Longden: Coach with Courage – Mary Longden.

Topic	Evidence	Above required standards (3)	At required standards (2)	Below required standards (1)
Preparation	Written Lesson Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are progressively sequenced to provide learning, safety & success. <input type="checkbox"/> Lesson plan is detailed enough for another instructor to teach. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan contains all required elements. <input type="checkbox"/> Must include ALL the aids, i.e. inside hand, outside hand, inside leg, outside leg. <input type="checkbox"/> Concise, complete lesson plan that shows practical experience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Missing elements, e.g. the aids, a diagram of the arena setup, explanations of what why, how etc.
	Equipment (arena setup)	<ul style="list-style-type: none"> <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> <input type="checkbox"/> Effective use of pylons, poles, other equipment that makes for a good visual aid. <input type="checkbox"/> Diagram of how equipment is set up to be included in the lesson plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Equipment used in incorrect locations. <input type="checkbox"/> If equipment is required, failure to set up arena before lesson starts.

	Mounting	<ul style="list-style-type: none"> ❑ Good teamwork between candidates assisting with the mounting. 	<ul style="list-style-type: none"> ❑ Control of riders whilst waiting to mount. ❑ Sensible mounting order with respect to disability. ❑ Correct mounting technique specific to each rider's disability & needs. ❑ Smooth, easy mounts performed proficiently. ❑ Good communication between instructor & volunteers. ❑ Positioning of riders in the arena once mounted, with sufficient space between horses (approx. 6ft). 	<ul style="list-style-type: none"> ❑ Lack of control of riders whilst waiting to mount. ❑ Inappropriate mounting order. ❑ Incorrect or unsafe mounting techniques used. ❑ No volunteer on offside. ❑ Lack of communication with riders & volunteers. ❑ Horses positioned too close together ❑ Does not demonstrate good control of complete mounting process
	Dismounting	<ul style="list-style-type: none"> ❑ Good teamwork between candidates assisting with the dismounting. 	<ul style="list-style-type: none"> ❑ Positioning of riders whilst waiting to dismount, with sufficient spacing between horses (approx. 6 ft.) ❑ Sensible dismounting order with respect to disability. ❑ Correct dismounting techniques specific to each rider, to the ground in a safe part of the arena. ❑ Smooth, easy dismounts performed proficiently. ❑ Good communication between instructor & volunteers. ❑ Control of riders once dismounted. 	<ul style="list-style-type: none"> ❑ Inappropriate dismounting order. ❑ Incorrect or unsafe technique used. ❑ Lack of communication with rider & volunteers. ❑ No volunteer on offside. ❑ Lack of control of riders once dismounted. ❑ Insufficient space between horses. ❑ Does not demonstrate good control of complete dismounting process

	Tack Check	<ul style="list-style-type: none"> ❑ Obvious experience is evident. Instructor is able to assess & make adjustments, i.e. stirrup lengths, width of stirrup iron, appropriate reins & other adaptive tack. 	<ul style="list-style-type: none"> ❑ All tack checked prior to the riders mounting. Girth needs rechecking after mounting & before any trot work. ❑ Ability to recognize unsuitable tack or tack failings & having the confidence to do something about it. 	<ul style="list-style-type: none"> ❑ Failure to perform a complete tack check prior to mounting, failure to check girth after mounting or prior to any trot work.
	Position of horse/rider for tack check	<ul style="list-style-type: none"> ❑ Provides detailed directions to volunteers & supervision of sidewalkers/rider. 	<ul style="list-style-type: none"> ❑ Horses/riders safely moved away from the mounting block/ramp & located on the centre line for tack check. 	<ul style="list-style-type: none"> ❑ Horses/riders in an unsafe location for tack check e.g. too close to mounting block/ramp, too close to arena wall etc.
	Introduction	<ul style="list-style-type: none"> ❑ Demonstrates the ability to assess how the riders are likely to perform. 	<ul style="list-style-type: none"> ❑ Introduction of yourself, horses, riders & volunteers to each other. 	<ul style="list-style-type: none"> ❑ Failure to make introductions.
Lesson Structure	Structure of the lesson	<ul style="list-style-type: none"> ❑ Good use of teachable moments. ❑ Capable of adjusting level of lesson to skill of riders. 	<ul style="list-style-type: none"> ❑ Lesson is organized into segments that include introduction, warm up, trot, explanation, demonstration, practice, progression and evaluation. ❑ Optimal use of available time to promote practice & learning. ❑ Quickly adapts to the needs of the riders 	<ul style="list-style-type: none"> ❑ No clear lesson segments. ❑ Time allotments are too long/too short.
	Warm up	<ul style="list-style-type: none"> ❑ Creative warm up, appropriate to lesson topic & disability. 	<ul style="list-style-type: none"> ❑ Sufficient, quality, warm up exercises demonstrated for riders. ❑ Hands on where necessary. 	<ul style="list-style-type: none"> ❑ Too many exercises. ❑ Quantity over quality. ❑ Unsuitable or incorrect warm up.

	Trot (if not the lesson topic)	<ul style="list-style-type: none"> ❑ Instructions on optimal riding position at trot provided to riders. ❑ Rider positional corrections made during trot work. 	<ul style="list-style-type: none"> ❑ Optimal position of instructor for safety during the trot. ❑ Trot performed safely (e.g. one at a time, long side only, sufficient sidewalkers, correct supports given by sidewalkers if necessary). ❑ Control/positioning of rest of ride whilst riders trot individually. ❑ Leader doesn't drag or hold horse too close. Leader gives horse room to balance. 	<ul style="list-style-type: none"> ❑ Trot not performed safely. ❑ Lack of control &/or poor positioning of rest of ride.
	What, how, why	<ul style="list-style-type: none"> ❑ Instructor is able to explain what, how & why in discipline specific terms suitable for the rider level & using examples of riders past experience to reinforce key learning points 	<ul style="list-style-type: none"> ❑ Clearly states what is going to be done in the lesson. ❑ Uses the aids to explain how the goal will be accomplished. ❑ Explains why this goal/topic is important. ❑ Content is clearly aimed at the age & ability level of the students 	<ul style="list-style-type: none"> ❑ Does not identify what the goals of the lesson are. ❑ Doesn't use the aids ❑ Provides an overload of, or incorrect aids.
	Progression & Correction	<ul style="list-style-type: none"> ❑ Candidate is able to suggest how they would progress with these riders over a longer period of time. ❑ Feedback is specific to level & learning style of riders. 	<ul style="list-style-type: none"> ❑ Error detection & correction is effective. ❑ Some progression demonstrated within the lesson. ❑ Instructor observes areas that need improvement, e.g. rider position, accuracy of movement etc. ❑ Candidate identifies root problems. 	<ul style="list-style-type: none"> ❑ Rider errors not detected or correctly assessed.

	Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent eye for detail. <input type="checkbox"/> Aware of the things that are likely to be performed well/badly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Accurate evaluation presented with positive criticism with at least 1 good point and 1 area that requires improvement. <input type="checkbox"/> Evidence that the candidate has experience of teaching this lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Failure to recognize “effort” by the riders. <input type="checkbox"/> Incorrect assessment of good points & areas that require improvements.
Teaching Skills	Explanation/demonstration	<ul style="list-style-type: none"> <input type="checkbox"/> Adapts to the needs of the riders. <input type="checkbox"/> Uses examples & analogies from rider’s experiences to reinforce key learning points. 	<ul style="list-style-type: none"> <input type="checkbox"/> What, why, how are all correctly covered in the explanation. <input type="checkbox"/> Candidate sets up & executes a suitable visual demonstration that can be seen by all the riders. <input type="checkbox"/> All riders are positioned so that they can see the demonstration. <input type="checkbox"/> Explanation of aids clearly match the demonstration provided. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explanation incomplete. <input type="checkbox"/> Incorrect information given. <input type="checkbox"/> No visual demonstration provided or demonstration not complete. <input type="checkbox"/> Not presented in a clear concise manner. <input type="checkbox"/> Riders not in a suitable location to see the demonstration.
	Terminology	<ul style="list-style-type: none"> <input type="checkbox"/> N/A. 	<ul style="list-style-type: none"> <input type="checkbox"/> Correct terminology used which is appropriate to the rider’s cognitive level. <input type="checkbox"/> <i>Good use</i> of correct terminology with explanation where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not use correct terminology. <input type="checkbox"/> Terminology over the rider’s head.

	Technical knowledge of the topic taught	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of disability related issues to facilitate maximum learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that the candidate has experience of teaching & riding this school movement. <input type="checkbox"/> Knows the aids & can recognize when they are being used correctly. <input type="checkbox"/> Recognizes why things are not working & correcting the problem. 	<ul style="list-style-type: none"> <input type="checkbox"/> Candidates' actions demonstrate that this topic has not been understood or experienced sufficiently to achieve the desired result.
	Skill correction/error detection	<ul style="list-style-type: none"> <input type="checkbox"/> Observes all the rider errors but has the ability to know when too much correction would be detrimental to a "functional" rider performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Observes rider errors & provides the appropriate correction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rider errors not detected or correctly assessed.
	Rider Position Evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Capable of achieving rider position corrections by use of different explanation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes & corrects incorrect rider position 90% of the time & adjusts rider as necessary with "hands-on". 	<ul style="list-style-type: none"> <input type="checkbox"/> Riders' position is never corrected when required.
	Voice, tone	<ul style="list-style-type: none"> <input type="checkbox"/> Can <i>always</i> be heard by everyone. <input type="checkbox"/> A joy to listen to. 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice projects well. <input type="checkbox"/> Good tone, using appropriate inflection when required. <input type="checkbox"/> Easygoing, engaging manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Voice, very quiet <input type="checkbox"/> Riders & volunteers are struggling to hear. <input type="checkbox"/> Monotone. <input type="checkbox"/> Not motivational.
	Enthusiasm/Motivation	<ul style="list-style-type: none"> <input type="checkbox"/> Candidate has the ability to captivate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enthusiastic manner. <input type="checkbox"/> Motivation achieves results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of motivation. <input type="checkbox"/> Candidate does not project enthusiasm.

	Communication (verbal language, body language or tactile).	<ul style="list-style-type: none"> ❑ Instructor connects with the class & establishes a respectful rapport that facilitates learning & enjoyment. 	<ul style="list-style-type: none"> ❑ Clear & appropriate for the age & ability of the riders. ❑ Communicates well with riders, leaders & sidewalkers. ❑ Observes & acts on errors in the volunteers & does so in a manner that does not make them feel inadequate. ❑ Recognizes & adapts to the form of communication the riders understand. 	<ul style="list-style-type: none"> ❑ Language used too advanced or simple for rider's comprehension. ❑ Error by volunteers not corrected, e.g. poor leading or S/W skills.
	Control	<ul style="list-style-type: none"> ❑ Riders are allowed to make "safe" mistakes from which they can learn. 	<ul style="list-style-type: none"> ❑ Remains in control at all times, without being overpowering. ❑ Demonstrates confidence in their teaching skills. 	<ul style="list-style-type: none"> ❑ Loses control. ❑ Unclear commands causing the leader to take horse on the wrong path. ❑ Sidewalkers give too much or too little support. ❑ Rider/s loses interest.
	Control of the ride	<ul style="list-style-type: none"> ❑ Makes changes to horse order to achieve good flow of group. 	<ul style="list-style-type: none"> ❑ Correct spacing between horses that allows the instructor to see all riders. ❑ Suitable horse order within the ride that allows for either consistent horse spacing or for spacing corrections to be safely made. ❑ Knowledge of how to achieve suitable horse spacing (i.e. ways to get a slow horse to catch up or a fast one to slow down). 	<ul style="list-style-type: none"> ❑ Ride becomes too strung-out, instructor consistently has their back to riders. ❑ Inability to assess the suitability of the lead horse for that role. ❑ Failure to recognize that horses have become too close or too far apart from each other.
	Attitude	<ul style="list-style-type: none"> ❑ Tactfully able to deal with difficult or sensitive situations as they arise. 	<ul style="list-style-type: none"> ❑ Displays the ethical behavior & attitude expected of a coach. 	<ul style="list-style-type: none"> ❑ Lack of empathy.

	Feedback from students	<input type="checkbox"/> Use of questions to help riders reflect on their own performance.	<input type="checkbox"/> Ability to get feedback from the riders – need not be verbal. <input type="checkbox"/> Able to interpret/assess how successful the lesson was via feedback.	<input type="checkbox"/> No attempt made to get feedback from riders.
Evaluation of teaching objectives (self evaluation)		<input type="checkbox"/> N/A.	<input type="checkbox"/> Candidate is able to provide an <i>accurate</i> self-assessment of the lesson. <input type="checkbox"/> Has the ability to recognize whether the riders understood the content of the lesson, what was the objective of the lesson, was the level of the lesson appropriate for the riders, what would be your next progression.	<input type="checkbox"/> Inability to assess whether the lesson went well, i.e. was there any evidence of learning, how you would progress from here, would you change anything if you could do it again.
Safety		<input type="checkbox"/> Instructor quickly adapts to changing conditions &/or situations which emerge during the lesson, i.e. anxious rider, weather conditions, spooky horse.	<input type="checkbox"/> Safe lesson. <input type="checkbox"/> Doors closed. <input type="checkbox"/> Uncluttered surroundings. <input type="checkbox"/> Good organization & supervision of volunteers. <input type="checkbox"/> Girths checked. <input type="checkbox"/> Dismount & tack check completed in a safe part of the arena.	<input type="checkbox"/> Unsafe practice/s demonstrated, e.g. door(s) left open, other animals/dogs in arena, volunteers not paying attention, riders placed in danger.

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Adopted: June 2009