



Seniors' Fitness Instructor Course

Practical Evaluation Marking Rubric



Western
Canadian Centre for
Activity and Aging

Copyright © 2023 Canadian Centre for Activity and aging

The information contained in this manual is provided for informational purposes only and should not be relied upon as medical advice. Please consult with your physician to determine if this program or the material within this manual is suitable for you.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the Canadian Centre for Activity and Aging.

Practical Evaluation Marking Rubric

The evaluation consists of 45 key competencies, which are categorized into 10 components. Together these form an ideal introductory senior fitness class, as specified by the SFIC training guidelines.

Note: The accumulation of greater than four (4) competencies that need improvement (score of 0) will result in a review of the evaluator's feedback/comments and resubmission. The evaluator will determine whether the re-evaluation requires a full or partial class recording submission based on the evaluation and feedback.

Candidate name:		Date:		
CRITERIA: Needs Improvement - 0 Meets Expectations - 1 Exceeds Expectations - <input checked="" type="checkbox"/>				
Competencies				
Introduction/Instruction/Safety	0	1	<input checked="" type="checkbox"/> max score	
General introduction/welcome	<input type="checkbox"/>	<input type="checkbox"/>	3	
Review of safety (environment, intensity, reason to stop, etc.)	<input type="checkbox"/>	<input type="checkbox"/>		
Set up (appropriate space, participants area, music is ready)	<input type="checkbox"/>	<input type="checkbox"/>		
Comments:				
Warm-up	0	1	<input checked="" type="checkbox"/> max score	
Instruction (effective, clear, adaptations, and safe)	<input type="checkbox"/>	<input type="checkbox"/>	6	
Duration (effective length ~5 min.)	<input type="checkbox"/>	<input type="checkbox"/>		
Intensity (progressive RPE 3→4) – ready for a RPE of 5 “CHECK”	<input type="checkbox"/>	<input type="checkbox"/>		
Exercise Inclusion (Includes major joints with encouragement to move through “available range of motion”)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> Trunk <input type="checkbox"/> Elbows <input type="checkbox"/> Hips <input type="checkbox"/> Ankles <input type="checkbox"/> Shoulders <input checked="" type="checkbox"/> Wrists <input type="checkbox"/> Knees				
Effective (prepares participants for cardiorespiratory component)	<input type="checkbox"/>	<input type="checkbox"/>		

Transition (blends well into cardiorespiratory component)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Cardiorespiratory/Aerobic Endurance	0	1	<input checked="" type="checkbox"/>	max score
Instruction (effective, clear, adaptations, and safe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
Duration (effective length ~20 min.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intensity (maintains an effective challenge RPE 5-8 throughout and adjusts for the group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise Selection (appropriateness, variety, challenging, movement, safe, enjoyable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring (regular checks, minimum of 2 , with appropriate adjustments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Music (selection, tempo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Cardiorespiratory/Aerobic Cool-Down	0	1	<input checked="" type="checkbox"/>	max score
Instruction (effective, clear, adaptations, and safe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
Duration (effective length ~5 min.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intensity (progressive RPE 5→3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise Inclusion (includes major joints with encouragement to move through “available range of motion”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Trunk <input type="checkbox"/> Elbows <input type="checkbox"/> Hips <input type="checkbox"/> Ankles <input type="checkbox"/> Shoulders <input type="checkbox"/> Wrists <input type="checkbox"/> Knees				
Effective (recovery after cardiorespiratory component)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring (intensity check RPE should be ~3-4 by the end)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

Muscular Training				0	1	<input checked="" type="checkbox"/>	max score
Instruction (effective, clear, adaptations, and safe)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6
Intensity (effective challenges, RPE, resistance, sets, reps)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise Selection (included major muscle groups and motions)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Arm elevation (shoulders)	<input type="checkbox"/> Pushing	<input type="checkbox"/> Trunk	<input type="checkbox"/> Knees				
	<input type="checkbox"/> Pulling	<input type="checkbox"/> Hips	<input type="checkbox"/> Ankles				
Effective (appropriate strength challenges, functional)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment (proper use i.e. body weight, bands, weights, balls, etc.)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring (appropriate resistance/challenge and RPE)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:							
Stability and Balance				0	1	<input checked="" type="checkbox"/>	max score
Instruction (effective, clear, adaptations, and safe)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Duration (appropriate length ~5 min.)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Type (includes static, dynamic, and functional)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balance training incorporated throughout program				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:							
Flexibility/Stretching				0	1	<input checked="" type="checkbox"/>	max score
Instruction (effective, clear, adaptations, and safe)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Duration (appropriate length ~5 min.)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise Selection (Inclusion of all major joints with encouragement to move through "full range of motion")				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Trunk	<input type="checkbox"/> Elbows	<input type="checkbox"/> Hips	<input type="checkbox"/> Ankles				
<input type="checkbox"/> Shoulders	<input type="checkbox"/> Wrists	<input type="checkbox"/> Knees					

Effective (appropriate selection of type and parameters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Finish	0	1	<input checked="" type="checkbox"/>	max score
Wellness Check (recovered enough to depart class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Post-class reminders (hydration, recovery, nutrition, wellness, self-care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Leadership Qualities	0	1	<input checked="" type="checkbox"/>	max score
Manner (enthusiastic, motivating, encouraging, prepared)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Communication (clear, volume, demonstration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engagement (continually interacting with and monitoring participants' performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability (adjusts instructions/corrections when necessary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Class Presentation	0	1	<input checked="" type="checkbox"/>	max score
Planning (well-organized throughout)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
Flow (maintained throughout components and good transitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstration (effectively able to demonstrate most exercises)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Music (suitability, selection, tempo, volume)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				
Total Score:	/45	Successful <input checked="" type="checkbox"/>	Unsuccessful <input type="checkbox"/>	

Evaluator Name **Evaluator Signature** **Date**

Tips for Candidate Video Evaluation

Lesson Planning

- The session should be designed for a **Beginner to Intermediate** level of intensity/difficulty.
- Instructors should plan as if this is the participants **first experience** with your exercise class.
 - Full class welcome/introduction (see below)
 - Adequate instruction and demonstration for all exercises
 - Appropriate intensity level (Beginner to intermediate)
 - Appropriate speed/volume of music
- While some sitting or floor exercise may be included, most of the class should be conducted in **standing**.
- Instructors are welcome to have a brief copy of their lesson plan present with them as they deliver the class. However, ensure that your focus remains consistently on the participants and not solely on the lesson plan.
 - Place in a spot that allows you to still face the participants and use a “glaçe” to review.

General

- Describe and demonstrate every exercise as if it's the first time for the participants.
- Use **RPE** to prescribe the intensity at the start of every section &/or if you change it mid-section.
- Ensure to **follow up (monitor)** by asking “what is your current RPE”. (regular intervals)
- Be prepared to offer **options/adaptation** to the exercise to help participants to decrease or increase their intensity accordingly. ie slow down, speed up/smaller movements, larger movements / lighter resistance, heavier resistance.
- **Monitor visually** for those who may be exercising too intensely or are using poor form and adjust accordingly.
- Encourage, motivate and support vs DEMAND or PUSH participants engagement.
- The goal is not to “keep up to the instructor” but rather the instructor to help participants find what's challenging to the participant and encourage engagement.

Introduction/Instruction/Safety

- General welcome
- Review of **safety** (environment, reason to stop, etc.)
- **RPE** education
 - How it will be used for prescribing and monitoring intensity.
- Set up
 - a **chair** available for every participant.
 - any additional equipment arranged safely so **not a tripping hazard**.
 - clear viewing lines between instructor and all participants

Warm-up

What:

- A progressive build of intensity **RPE 3→4**

Exercises:

- Engages the major joints/movements of the body.
- Ok to use multiple joint movements to fully target all the joints in the allotted time.
- Avoid long pauses during the warmup- should be a progressive increase in activity to prepare for the cardio portion.
- Should blend/transition well into the cardio.

Cardiorespiratory/Aerobic Endurance

What:

- A selection of exercises that are completed continuously to challenge the cardiovascular system at an intensity between **RPE 5-7**

Exercise:

- Should be chosen at a beginner to intermediate level of complexity.
- Instructors should prescribe desired intensity at the beginning and anytime they change during the section.
- Instructors need to **monitor** (verbally and visually) participants intensity and technique (ask and watch)
 - Be ready to offer adaptations to the exercises as needed.
 - Be prepared with an understanding of how to decrease or increase the intensity for all components/exercises used

Cardiorespiratory/Aerobic Cool-Down

What:

- A transition period to allow the heart rate to return closer to resting levels prior to finishing the remainder of the class. **RPE 5→3**

Exercises:

- Opportunity to continue with mobility or balance exercises.
- Avoid completely stopping activity or passive rest.

Muscular Training

What:

- Selection of exercises that challenge participants strength.

Exercises:

- Variety of exercises that engage the major joints and muscle groups of the body.
- Encouraged to use multi-joint/functional movements but OK to also include some targeted single joint exercises.
- All exercises should be performed technically well with a moderately challenging resistance based on the goals (strength endurance, muscle gain, strength capacity)
- Display and understanding of goal and repetitions required. (e) targeting strength so we will use 8 repetitions.
- Resistances chosen should reflect the above goals chosen

<ul style="list-style-type: none"> Instructors should be monitoring and adjusting accordingly for both technique and intensity
Stability and Balance
<ul style="list-style-type: none"> Challenges both static and dynamic balance Safe and appropriate for the participants and instructor Chair available for safety. The challenge should be to maintain good balance while performing the exercise with good technique. Challenging to maintain but with minimal body sway / risk of losing balance
Flexibility/Stretching
<ul style="list-style-type: none"> Encourage to move through full pain-free range of motion. Targeting all major muscle groups/joints Encouraged to use multi-joint/functional movements but OK to also include some targeted single joint exercises.
Finish
<p>Wellness Check & Reminders</p> <ul style="list-style-type: none"> Ensure that your participants are properly recovered and safe to leave. <ul style="list-style-type: none"> Feeling well, RPE 2, Heart Rate close to normal Use as opportunity to encourage them to hydrate and have a snack to help promote their recovery for next time
Leadership Qualities
<ul style="list-style-type: none"> Manner (enthusiastic, motivating, encouraging, prepared) Encouragement vs Demanding (not a “boot camp”) Clear communication that can be heard over the music. Continually interacting with and monitoring participants’ performance Adaptability (adjusts instructions/corrections when necessary)
Class Presentation
<ul style="list-style-type: none"> Practice your routine / don’t rely on always using your lesson plan. Ensure good flow between sections with a minimum of complete stops beyond water breaks. Instructors should be able to properly demonstrate all exercises. Music (suitability, selection, tempo, volume)
Other Tips
<ul style="list-style-type: none"> Test your video and music volumes to ensure that your instructions can be heard over the music. Use the Marking Guide above to ensure you have included all the key competencies.

- Ensure that you are monitoring and engaging your participants, especially recognizing those that may be struggling to keep up. We need to see you recognize and adjust accordingly if this is happening.
- It's not about being the "Best" or "Most Innovative" instructor or demonstrating a "Perfect Class".
- **We are looking to assess your ability to provide a safe, adaptable, appropriately challenging and enjoyable group exercise class.**