

PILATES

TEACHER TRAINING SUMMIT

SURVEY RESULTS FOR COMPREHENSIVE
PILATES TEACHER TRAINING PROGRAMS

May 12-14, 2011

The Lodge at Vail, Vail, Colorado

2nd

Teacher Training Summit
of the PMA



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May 2011

Dear Friends:

Welcome to the 2nd Teacher Training Summit of the PMA.

This Summit represents the first attempt within our field to bring Pilates teacher trainers together to explore and share information and ideas about comprehensive teacher training programs. At this event, we will attempt to identify through consensus the essential components of comprehensive education programs.

Those of us on the PMA staff have been working for many months with our Certification Commission, Board of Directors, and you, to gather data and analyze the findings of the survey we distributed on March 4, 2011.

We look forward to spending time with you at this Summit to present our findings, to examine the relationship between our findings and the PMA's Role Delineation Study, and to explore what the group thinks the minimum essential components of a comprehensive Pilates teacher training program should be.

No doubt, this is the beginning of an ongoing conversation within the Pilates community. We thank you for being a part of this work and for helping to launch this investigation.

Sincerely,

A handwritten signature in black ink that reads 'Elizabeth Anderson'. The signature is written in a cursive, flowing style.

Elizabeth Anderson
Executive Director

PILATES

TEACHER TRAINING SUMMIT

Hosted by
Pilates Method Alliance
Lodge at Vail, Vail, Colorado
May 13 – 15, 2011

Thursday, May 12, 2011

All day	Delegates Arrive
3 – 6 p.m.	Registration Desk / International Lobby
6:30 – 8:30 p.m.	Drinks at Micky's Bar in hotel lobby (no host)

Friday, May 13, 2011

6:30 – 7:30 a.m.	Fresh-Air Mountain Walk (Meet outside of hotel front lobby)
8:30 a.m. – 5 p.m.	General Session International B&C Rooms
Lunch	On Own
6:30 – 9:30 p.m.	Dinner at bol Restaurant and Lounge (no host) Bowling Lanes and Shoes hosted by the PMA / (Approximately two blocks from hotel)

Saturday, May 14, 2011

6:30 – 7:30 a.m.	Fresh-Air Mountain Walk (Meet outside of hotel front lobby)
8:30 a.m. – 12:00 p.m.	General Session International B&C Rooms
12:00 p.m.	Program Over

PILATES

TEACHER TRAINING SUMMIT

2011 Survey Analysis



Our Agenda

- * **Reveal** how comprehensive Pilates teacher training programs are currently structured across the field.
- * **Present** the data (expressed as statistics), in order to reveal structural similarities and differences among comprehensive Pilates teacher training programs
- * **Examine** how these statistical findings compare to the tasks presented in the PMA's Role Delineation Study, which outlines the capabilities of a comprehensively trained Pilates teacher



Desired Outcome

- * *The outcome we seek is to establish a basic template for the minimum essential components of a comprehensive Pilates teacher training program.*



The source of our data

- * Received 25 responses, of which 20 were usable
- * 20 schools representing classical, contemporary, and rehabilitation programs with teaching sites throughout the world
- * Large international, as well as small, local schools
- * Program Directors, many with over 20 years experience
- * Programs varied in length: 400 – 504 hours (11 schools); 572 – 700 hours (5 schools); and 800 – 950 (4 schools).



Exam Development

- * **I. Initial Development and Validation.** The role delineation panel identified the domains, tasks, knowledge, and skills essential to the performance of a PMA Certified Pilates Teacher.
- * **II. Validation Study.** A representative sample of professionals in the field of Pilates teaching (352) reviewed and validated the work of the role delineation panel.
- * **III. Development of Test Specifications.** Based on the ratings gathered from the representative sample of professionals, the test specifications for the certification examination were developed.



More detail about tasks

- * **I. Initial Development and Validation.** The role delineation panel identified the domains, **tasks**, knowledge, and skills essential to the performance of a PMA Certified Pilates Teacher
- * **Tasks** in the RD were evaluated according to their importance, frequency, and criticality, and given a numerical weight expressed as a percentage of questions on the exam (which we correlate to a percentage of time spent by the practitioner on that activity)
- * Section 2 of your survey asked how much time you allocate in your program teaching the given tasks.
- * This is the part that was the hardest for EVERYONE!



Role Delineation Task Comparison

Total number of hours in your comprehensive program:	ALL (20)				400-504 (11)				572 - 700 (5)				800 - 950 (4)			
	Ave hrs	Ave %	PMA	Diff	Ave hrs	Ave %	PMA	Diff	Ave hrs	Ave %	PMA	Diff	Ave hrs	Ave %	PMA	Diff
Domain: Teaching																
Task 1: Develop and design a client's program incorporating Pilates methodologies and information gathered during the	55	0.09	0.15	-0.05	42	0.09	0.15	-0.06	49	0.08	0.15	-0.07	100	0.12	0.15	-0.03
Task 2: Apply knowledge in basic movement science (e.g., functional anatomy, physiology, biomechanics, kinesiology,	67	0.11	0.15	-0.04	51	0.11	0.15	-0.04	74	0.11	0.15	-0.04	102	0.12	0.15	-0.03
Task 3: Use basic teaching skills (e.g., verbal and tactile cueing, imagery, pacing, multitasking, spotting, demonstration)	92	0.15	0.16	-0.01	72	0.15	0.16	-0.01	100	0.15	0.16	-0.01	135	0.16	0.16	0.00
Task 4: Employ comprehensive Pilates syllabus and philosophy in the clients' program to provide a healthy and safe	123	0.22	0.13	0.09	117	0.25	0.13	0.12	154	0.23	0.13	0.10	102	0.12	0.13	-0.01
Assessment & Evaluation																
Task 1: Obtain information as it pertains to client's medical health history and current fitness level using questionnaires.	16	0.03	0.05	-0.02	13	0.03	0.05	-0.02	19	0.03	0.05	-0.02	24	0.03	0.05	-0.02
Task 2: Identify risk factors and contraindications that might preclude or limit participation in a Pilates program without a	19	0.03	0.05	-0.02	16	0.03	0.05	-0.01	26	0.04	0.05	-0.01	18	0.02	0.05	-0.03
Task 3: Discuss, determine, align, and prioritize goals by evaluating information to facilitate the greatest opportunity for	22	0.04	0.04	0.00	21	0.04	0.04	0.00	27	0.04	0.04	0.00	20	0.02	0.04	-0.02
Task 4: Identify needs, imbalances, and asymmetries as they pertain to clients posture, movement, balance, and	34	0.06	0.04	0.02	35	0.07	0.04	0.03	40	0.06	0.04	0.02	24	0.03	0.04	-0.02
Task 5: Identify information that pertains to the special conditions of a client with a medical release in order to apply	18	0.03	0.05	-0.02	14	0.03	0.05	-0.02	25	0.04	0.05	-0.01	18	0.02	0.05	-0.03
Reassessment																
Task 1: Monitor and record client's progress using subjective and objective measures (e.g., chart, notes) to maintain	23	0.04	0.02	0.01	12	0.02	0.02	0.00	31	0.05	0.02	0.02	44	0.05	0.02	0.03
Task 2: Gather subjective and objective information as it pertains to client's current status (e.g., mobility, posture,	22	0.04	0.03	0.00	15	0.03	0.03	0.00	25	0.04	0.03	0.01	34	0.04	0.03	0.01
Task 3: Re-assess and re-align short and long-term Pilates program goal and content, using observation and discussion to	18	0.03	0.02	0.00	8	0.02	0.02	-0.01	21	0.03	0.02	0.01	39	0.05	0.02	0.02
Task 4: Identify habits or movement patterns that negatively impact function using observation and communication in order	31	0.05	0.03	0.02	18	0.04	0.03	0.01	26	0.04	0.03	0.01	73	0.09	0.03	0.06
Task 5: Evaluate and adjust clients workout environment (e.g., light source, noise level, private vs. class format, home	8	0.01	0.02	-0.01	7	0.01	0.02	-0.01	5	0.01	0.02	-0.01	14	0.02	0.02	0.00
Task 6: Re-assess client's status following a hiatus from program (e.g., illness, accident, trauma and general de-	12	0.02	0.03	-0.01	11	0.03	0.03	0.00	11	0.02	0.03	-0.01	14	0.02	0.03	-0.01
Task 7: Re-assess client's status and progress using subjective and objective measures to redirect client toward a	13	0.02	0.02	0.00	9	0.02	0.02	0.00	15	0.02	0.02	0.00	24	0.03	0.02	0.01



General Information

	ALL	400-504	572-700	800-950
Mark yes or no to the following. Does your Program have:	20	11	5	4
Entrance requirements - See comments section below.	16 80%	8 73%	4 80%	4 100%
Pre requisites - See comments section below.	16 80%	9 82%	3 60%	4 100%
A practical assessment- performance	20 100%	11 100%	5 100%	4 100%
A practical assessment- teaching movement (communication skills)	20 100%	11 100%	5 100%	4 100%
A written assessment- anatomy, movement science	19 95%	10 91%	5 100%	4 100%
Re-takes	20 100%	11 100%	5 100%	4 100%
Final written paper- Case study	16 80%	8 73%	4 80%	4 100%
A signed contract with students	17 85%	8 73%	5 100%	4 100%
A modular structure	19 95%	11 100%	4 80%	4 100%
A payment plan	20 100%	11 100%	5 100%	4 100%
A cancellation policy	20 100%	11 100%	5 100%	4 100%
Student liability insurance (either provided or required)	13 65%	5 45%	4 80%	4 100%
Scheduled assessments re continuance/drop	11 55%	4 36%	5 100%	2 50%
Self Practice If yes, then is it:	20 100%	11 100%	5 100%	4 100%
Monitored	14 70%	9 82%	3 60%	2 50%
Supervised	12 60%	6 55%	4 80%	2 50%
Assessed	15 75%	7 64%	4 80%	4 100%
A method of tracking pass rates of graduates taking the PMA exam	4 20%	2 18%	1 20%	1 25%
Assistant teachers or Teacher Training Instructors that are being mentored	18 90%	9 82%	5 100%	4 100%



Program Breakdown Comparisons

Identify the number of hours required in the following: (if not offered within the program but required as a prerequisite please note in the comments)	ALL		400 - 504		572 - 700		800 - 950	
	Ave	Median	Ave	Median	Ave	Median	Ave	Median
Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics	17	14	14	16	22	20	18	16.5
Safety guidelines regarding movement	10	5	8	5	14	5	11	4
Safety protocols on the equipment	7	3	4	2	10	3	9	2.5
Scope of practice	3	2	2	2	4	2.5	5	1
Universal precautions (i.e. hand washing, equipment sanitization)	1	1	1	1	2	1	1	1
Mat	33	24.5	35	24	24	25	42	50
Reformer	30	24.5	30	24	32	30	28	22
Trapeze Table	20	20	21	20	21	20	19	21
Chair	18	15.5	19	16	15	15	19	21
Small Props	10	8.75	10	9.5	14	12	6	5
Ped-O-Pull	4	2	5	1.5	4	5	2	1.5
Self-practice	129	150	96	100	162	200	177	178
Supervised teaching	129	135	118	115	142	150	145	128
Observation	100	100	59	50	150	150	150	150
History of Pilates	2	2	2	2	3	2	2	1.5
Principles of Pilates (according to PMA guidelines)	3	2	2	1	4	2	5	2
Exercise Analysis	18	10	9	10	28	15	31	10.5
Modifications	12	10	9	10	16	10	15	14
Posture Assessment	7	5	8	5	5	3	5	4.5
Contraindications	7	6	6	5	8	8	12	8
Teaching Methodology and Pedagogy	13	10	12	10	17	20	11	6
Program Design	8	5	8	5	11	10	4	3
Specific Populations (please note in General Comment Section)	6	4	5	2	9	7.5	5	3.5



Proposed Minimum Template

Identify the number of hours required in the following: (if not offered within the program but required as a prerequisite please note in the comments)	Ave	Median	Proposed
Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics	14	16	15.00
Safety guidelines regarding movement	8	5	7.00
Safety protocols on the equipment	4	2	3.00
Scope of practice	2	2	2.00
Universal precautions (i.e. hand washing, equipment sanitization)	1	1	1.00
Mat	35	24	30.00
Reformer	30	24	27.00
Trapeze Table	21	20	20.00
Chair	19	16	15.00
Small Props	10	9.5	10.00
Ped-O-Pull	5	1.5	4.00
Self-practice	96	100	100.00
Supervised teaching	118	115	117.00
Observation	59	50	55.00
History of Pilates	2	2	2.00
Principles of Pilates (according to PMA guidelines)	2	1	1.00
Exercise Analysis	9	10	10.00
Modifications	9	10	10.00
Posture Assessment	8	5	7.00
Contraindications	6	5	6.00
Teaching Methodology and Pedagogy	12	10	11.00
Program Design	8	5	7.00
Specific Populations (please note in General Comment Section)	5	2	4.00
	483.73	436.00	464.00

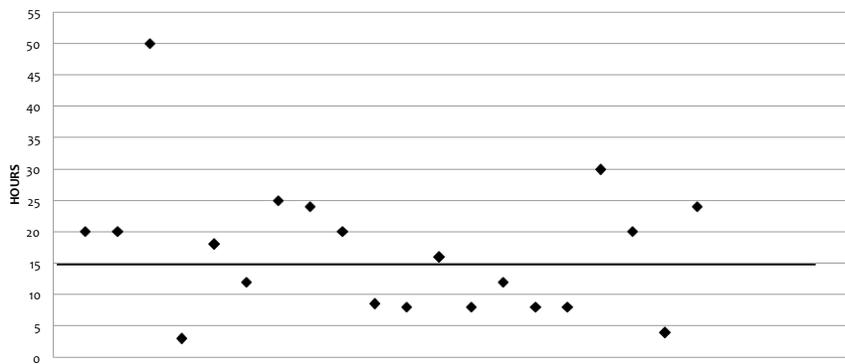


Barrels

Barrels	10.00	4.00	2.00	12.00	15.00	24.00	6.00	16.00	20.00	8.00	Ave	Median	Proposed
											11.00	11.64	11.00

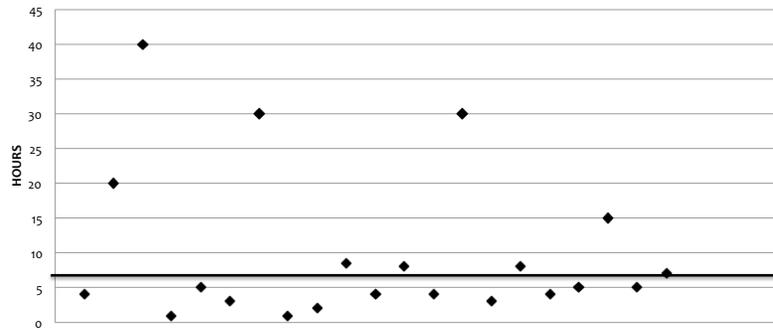


Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics (15)

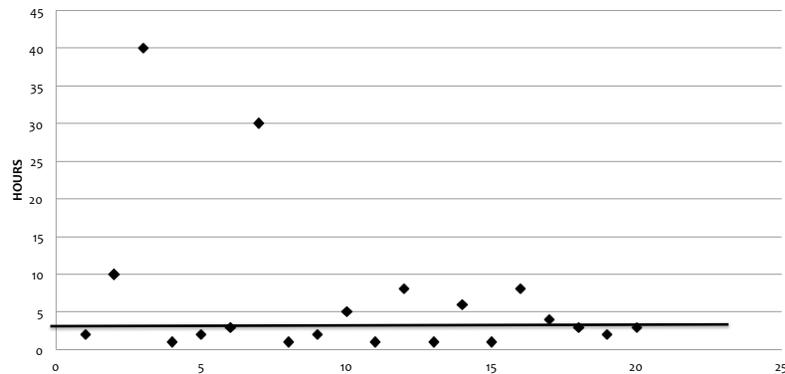




Safety guidelines regarding movement (7)

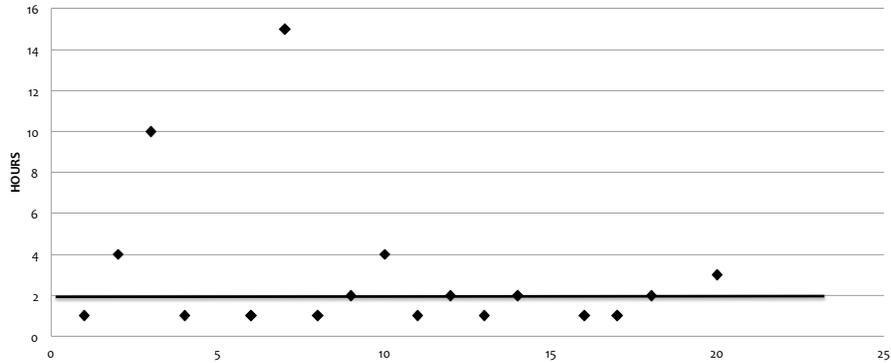


Safety protocols on the equipment (3)

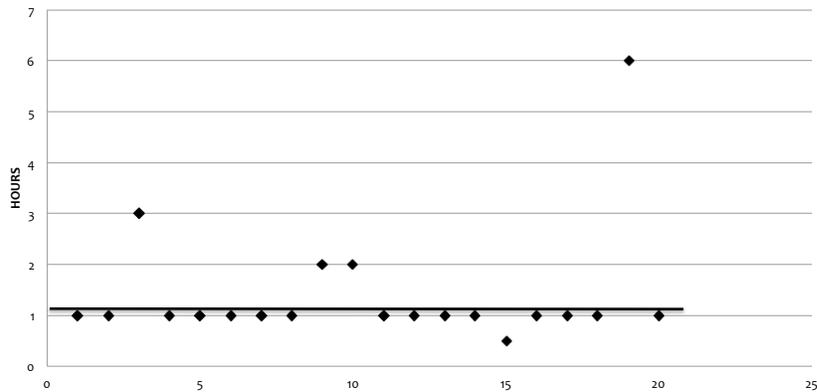




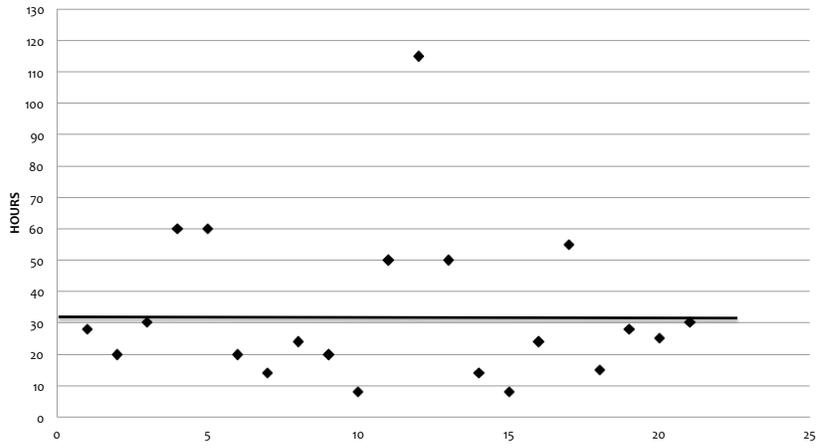
Scope of Practice (2)



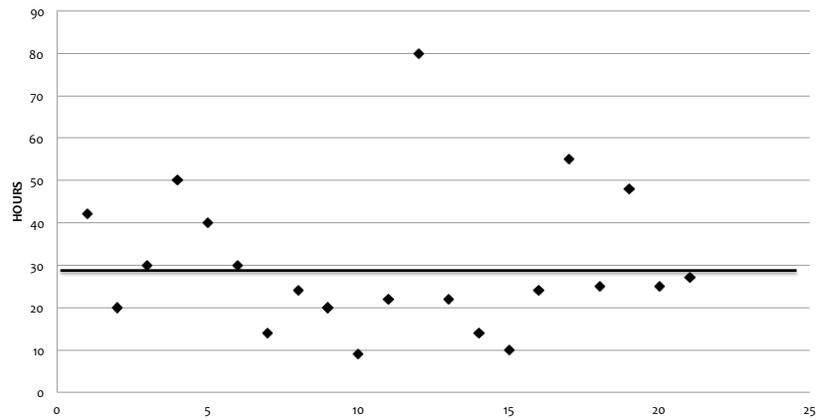
Universal precautions (1) (i.e. hand washing, equipment sanitization)



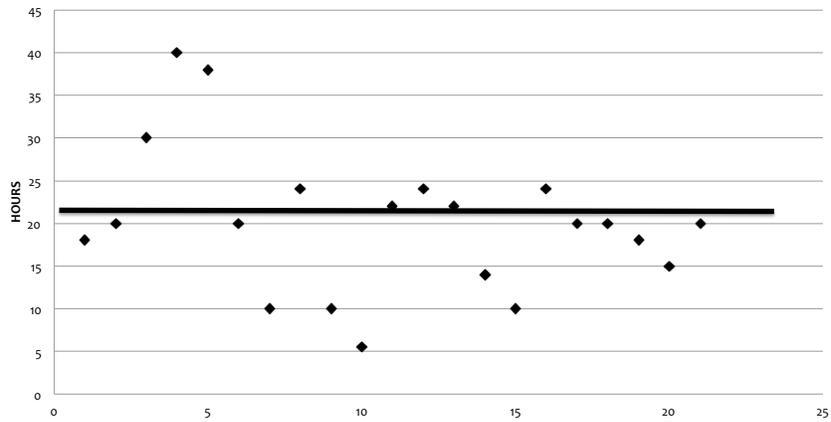
Mat (30)



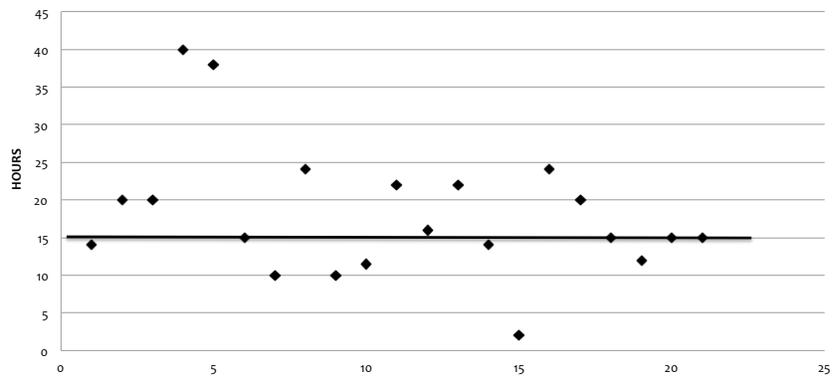
Reformer (27)



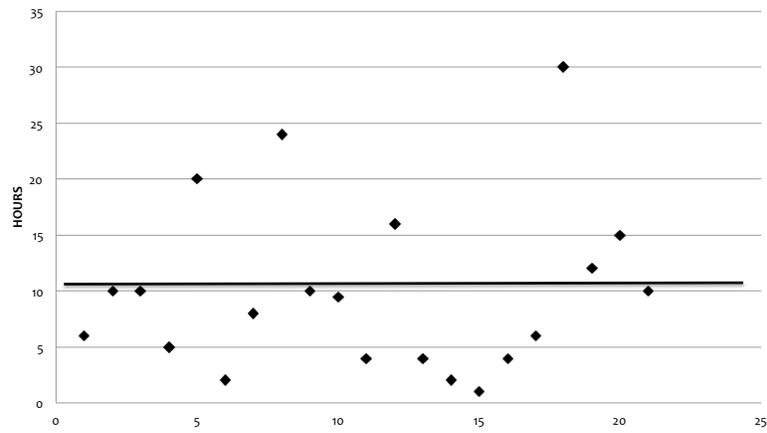
Trapeze Table (20)



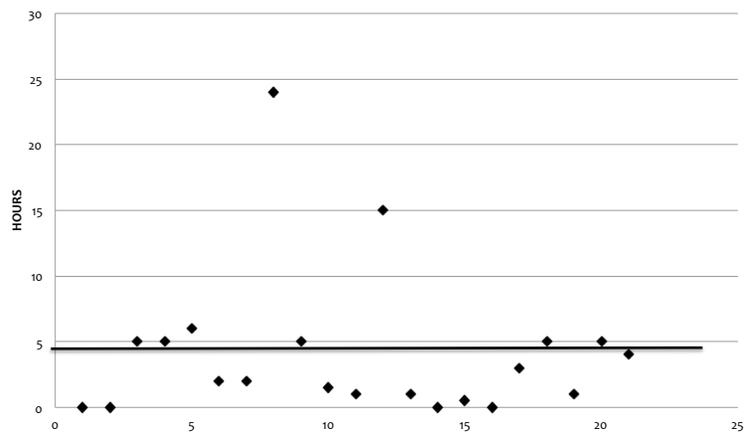
Chair (15)



Small Props (10)

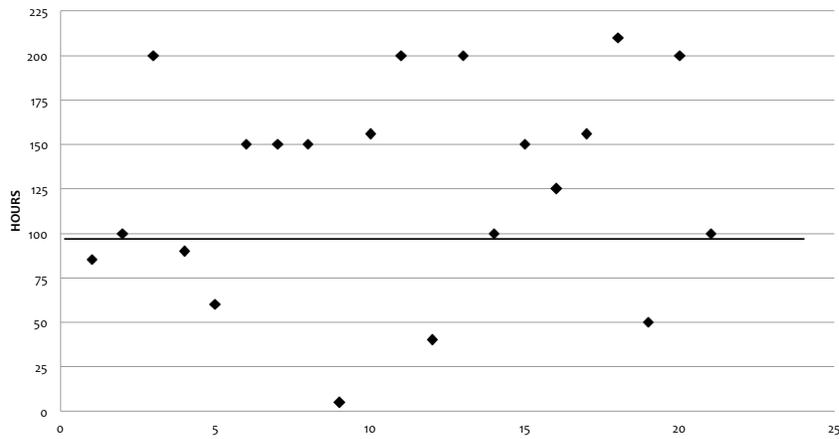


Ped-O-Pull (4)

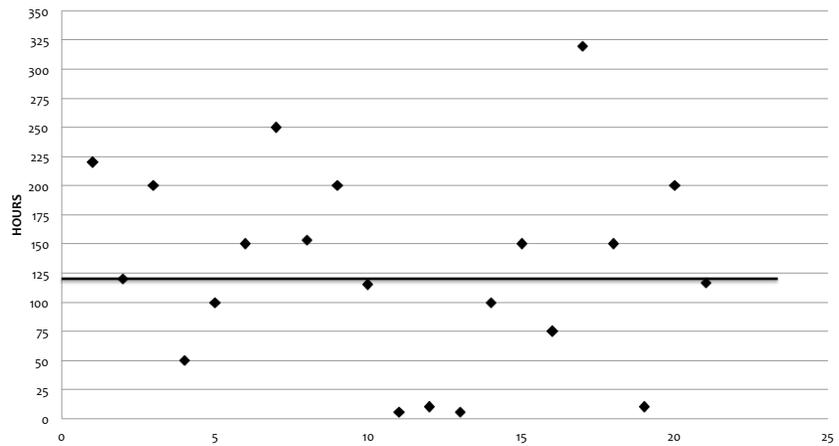




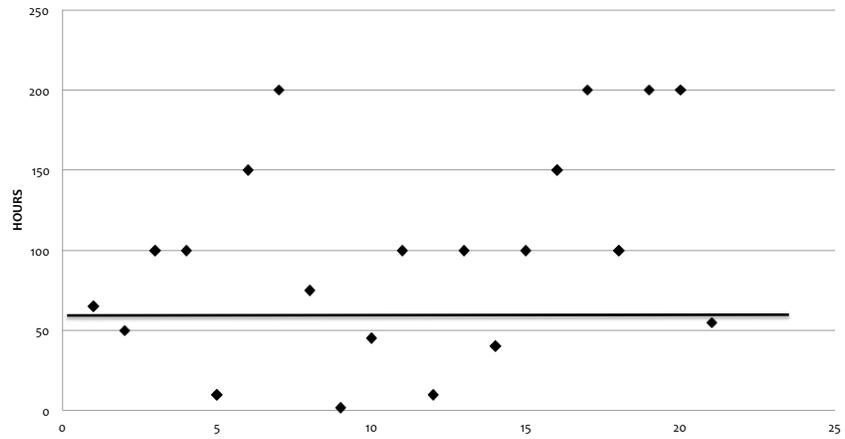
Self-Practice (100)



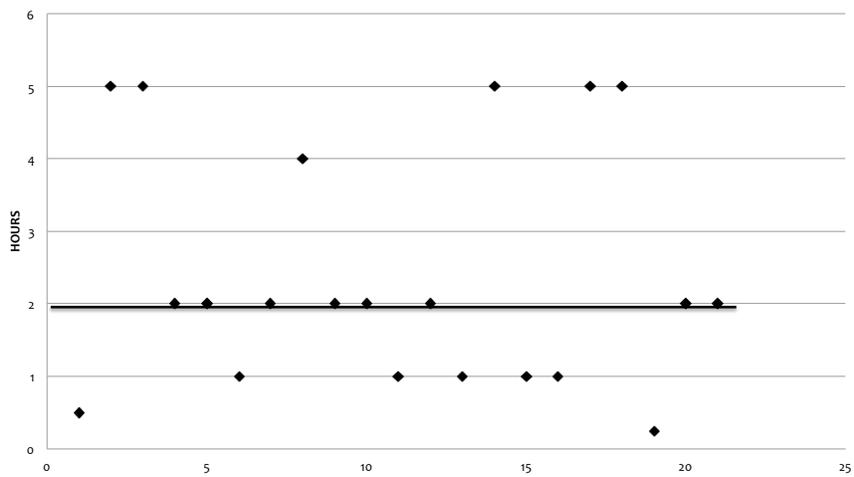
Supervised teaching (117)



Observation (55)

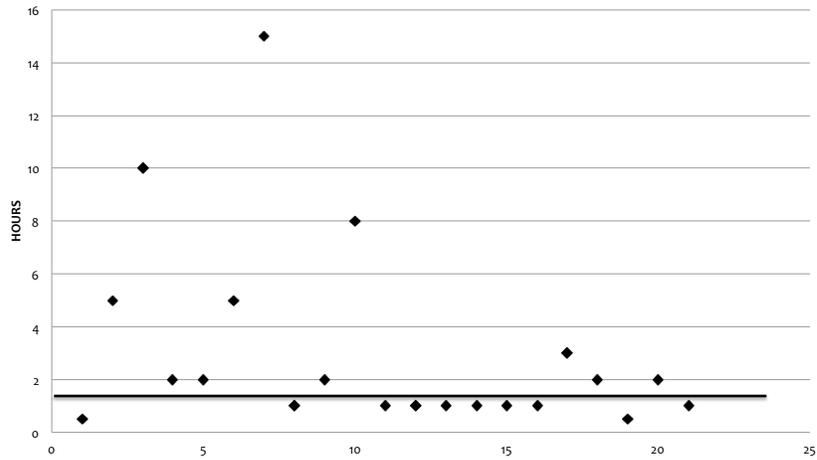


History of Pilates (2)

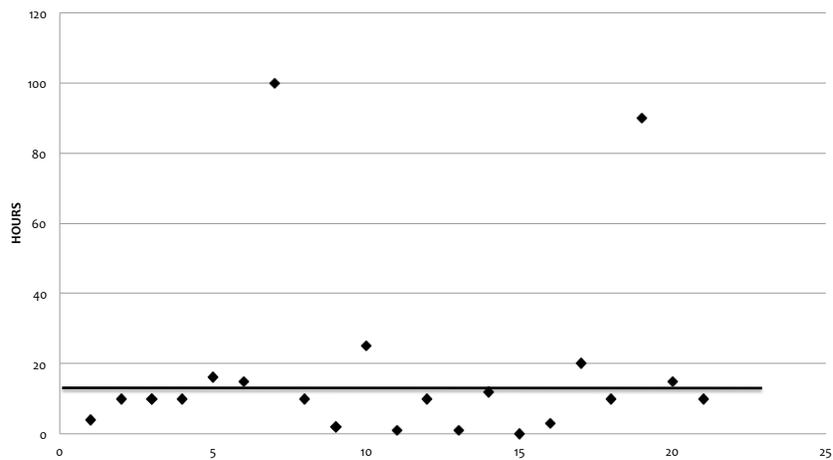




Principles of Pilates (1) (according to PMA guidelines)

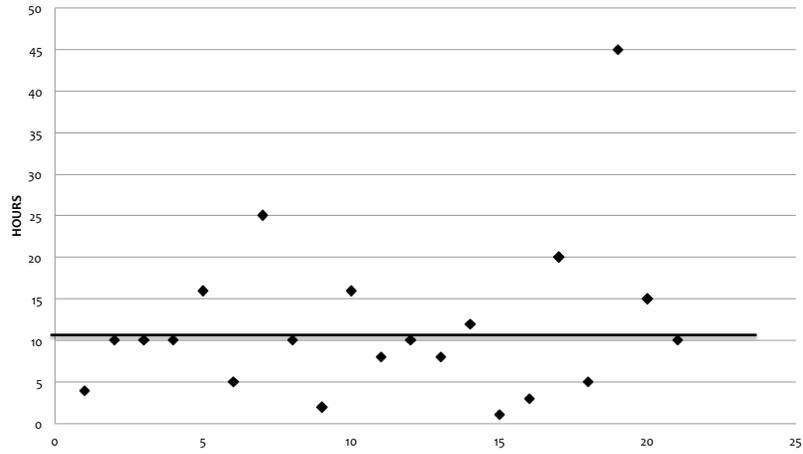


Exercise Analysis (10)

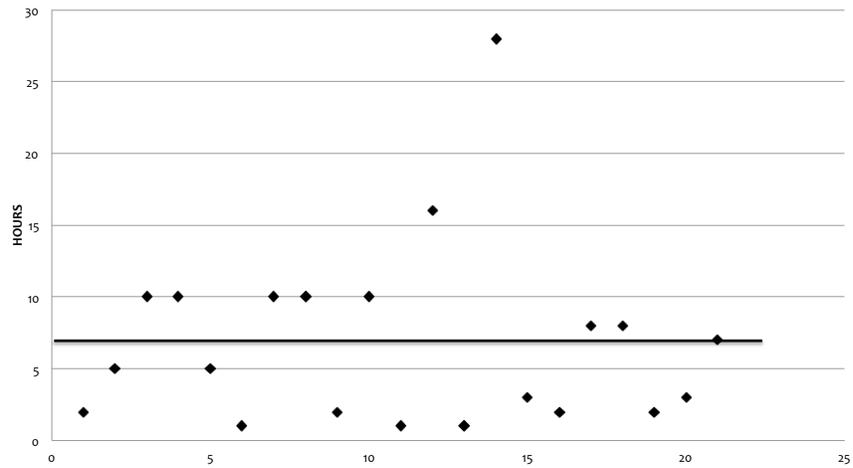




Modifications (10)

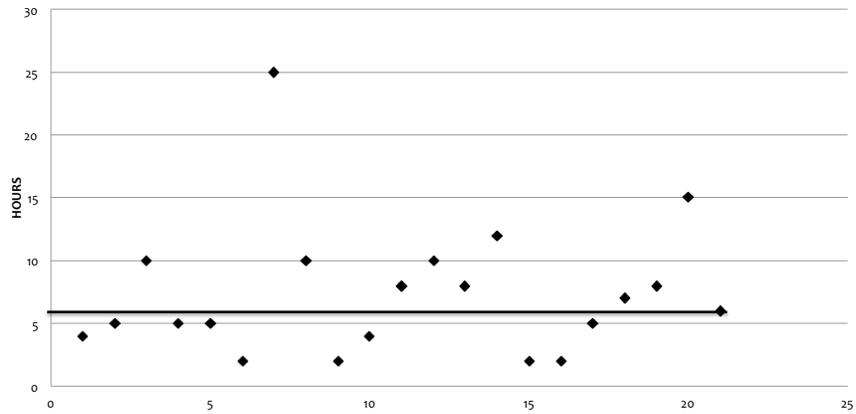


Posture Assessment (7)

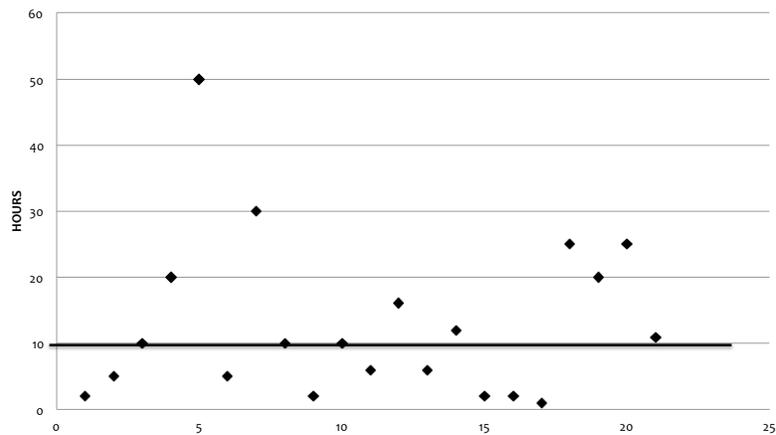




Contraindications (6)

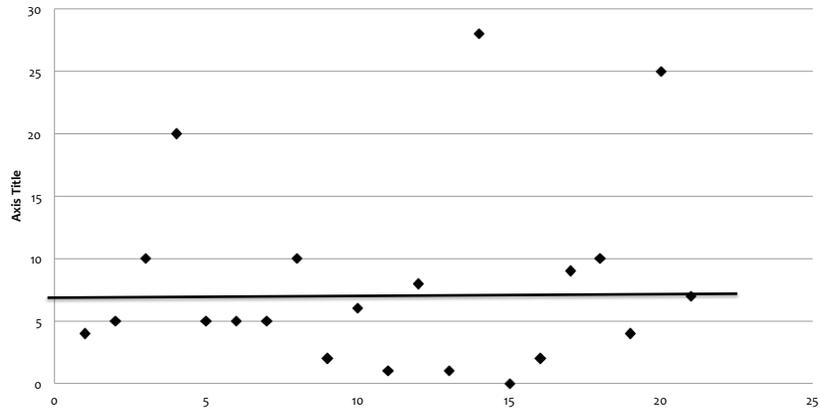


Teaching Methodology and Pedagogy (11)

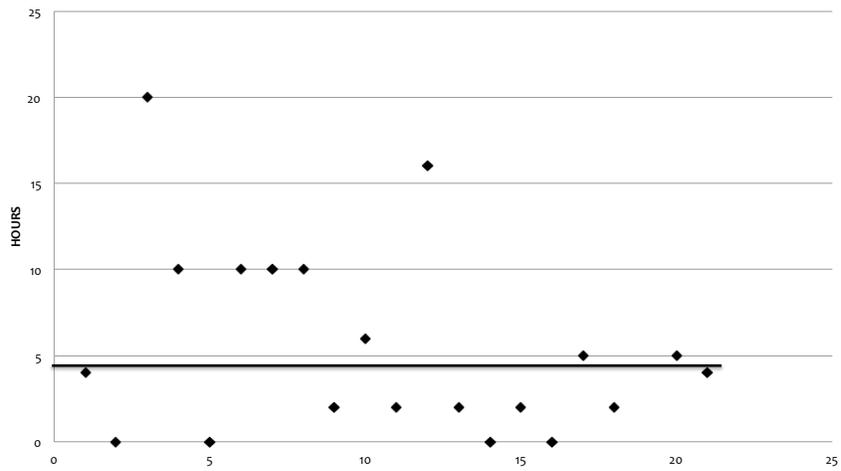




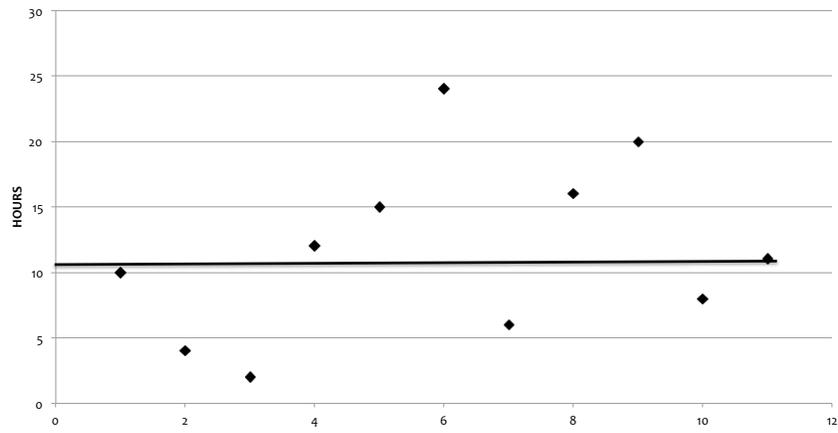
Program Design (7)



Special Populations (4)



Barrels (11)



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Domain I: Assessment & Evaluation

Task 1: Obtain information as it pertains to client's medical health history and current fitness level using questionnaires, interviews, and other records in order to evaluate the client and design a safe Pilates program.

Task 2: Identify risk factors and contraindications that might preclude or limit participation in a Pilates program without a medical release.

Task 3: Discuss, determine, align, and prioritize goals by evaluating information to facilitate the greatest opportunity for improvement in the client's program.

Task 4: Identify needs, imbalances, and asymmetries as they pertain to clients posture, movement, balance, and coordination using observation and movement assessment tools to ascertain appropriate Pilates program.

Task 5: Identify information that pertains to the special conditions of a client with a medical release in order to apply appropriate modifications to the program design.

Domain II: Teaching

Task 1: Develop and design a client's program incorporating Pilates methodologies and information gathered during the assessment to ensure a successful movement experience.

Task 2: Apply knowledge in basic movement science (e.g., functional anatomy, physiology, biomechanics, kinesiology, motor learning) to assessment, design, implementation, progression, and modification of Pilates program to optimize Pilates benefits for clients.

Task 3: Use basic teaching skills (e.g., verbal and tactile cueing. Imagery, pacing, multitasking, spotting, demonstration) to educate clients in correct movement technique as it pertains to the Pilates Method.

Task 4: Employ comprehensive Pilates syllabus and philosophy in the clients' program to provide a healthy and safe movement experience in the Pilates environment (i.e., Reformer, Trapeze Table, Chairs, Barrels, Ped-O-Pull, Mat, Magic Circle, Tower, Foot Corrector, Toe Corrector, Finger Corrector, Pin Wheel, Head Harness, Weighted Shoe, Bean Bag).

Task 5: Identify information that pertains to the special conditions of a client with a medical release in order to apply appropriate modifications to the program design.

Domain III: Reassessment

Task 1: Monitor and record client's progress using subjective and objective measures (e.g., chart, notes) to maintain awareness and documentation of client's current status and to assure program matches client's challenge point.

Task 2: Gather subjective and objective information as it pertains to client's current status (e.g., mobility, posture, menstruation, faint cold sweats, chest pain, change of activity, sleep deprivation) and modify workout to accommodate any special circumstances to ensure a safe and effective movement experience or refer client to their physician or emergency services if situation warrants intervention beyond the teacher's scope of practice.

Task 3: Re-assess and re-align short and long-term Pilates program goal and content, using observation and discussion to match program with client's challenge point.

Task 4: Identify habits or movement patterns that negatively impact function using observation and communication in order to redirect Pilates program with the goal of increasing awareness of healthy movement patterns.

Task 5: Evaluate and adjust clients workout environment (e.g., light source, noise level, private vs. class format, home programs) for client's optimal learning experience.

Task 6: Re-assess client's status following a hiatus from program (e.g., illness, accident, trauma and general de-conditioning), using measurement tools for both subjective and objective measures, and conduct new intake, medical release, history, and evaluation as appropriate to re-establish goals and to design Pilates program for a safe and effective movement experience.

Task 7: Re-assess client's status and progress using subjective and objective measures to redirect client toward a different learning style (e.g., group classes, private instruction, home programs) in order to foster client responsibility for personal progress and to improve the learning experience.

Survey Results - All Programs

Mark yes or no to the following. Does your Program have:		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	YES	20
																						%	
1	Entrance requirements - See comments section below.			x	x	x		x	X	x	x	x	X	x	X	x		x	X	x	x	16	80%
2	Pre requisites - See comments section	X	x		x	x	x	x	X	x	x	x		x	X	x		x	X		x	16	80%
3	A practical assessment- performance	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
4	A practical assessment- teaching movement (communication skills)	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
5	A written assessment- anatomy, movement science	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x		x	X	x	x	19	95%
6	Re-takes	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
7	Final written paper- Case study		x	x	x	x		x	X		x	x	X	x	X	x		x	X	x	x	16	80%
8	A signed contract with students			x	x	x	x	x	X	x	x	x	X	x	X	x		x	X	x	x	17	85%
9	A modular structure	X	x	x	x	x		x	X	x	x	x	X	x	X	x	X	x	X	x	x	19	95%
10	A payment plan	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
11	A cancellation policy	X	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
12	Student liability insurance (either provided or required)					x	x	x	X	x		x		x		x	X	x	X	x	x	13	65%
13	Scheduled assessments re continuance/drop	X		x			x	x	X	x	x							x	X	x	x	11	55%
14	Self Practice If yes, then is it:	x	x	x	x	x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	20	100%
15	Monitored	X	x				x	x	X	x	x		X		X	x	X	x	X		x	14	70%
16	Supervised	X					x	x	X				X		X	x	X	x	X	x	x	12	60%
17	Assessed	X		x		x		x	X		x	x		x	X	x	X	x	X	x	x	15	75%
18	A method of tracking pass rates of graduates taking the PMA exam							x		x							X		X			4	20%
19	Assistant teachers or Teacher Training Instructors that are being mentored	X	x	x		x	x	x	X	x	x	x	X	x	X	x	X	x	X	x	x	18	90%



Survey Results - All Programs

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	YES	%
	Hours	Ave	Median																			
20 Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics	20	20	50	3	18	12	25	24	20	8.5	8	16	8	12	8	8	30	20	4	24	17	14
21 Safety guidelines regarding movement	4	20	40	1	5	3	30	1	2	8.5	4	8	4	30	3	8	4	5	15	5	10	5
22 Safety protocols on the equipment	2	10	40	1	2	3	30	1	2	5	1	8	1	6	1	8	4	3	2	3	7	3
23 Scope of practice	1	4	10	1		1	15	1	2	4	1	2	1	2		1	1	2		3	3	2
24 Universal precautions (i.e. hand washing, equipment sanitization)	1	1	3	1	1	1	1	1	2	2	1	1	1	1	0.5	1	1	1	6	1	1	1
25 Mat	28	20	30	60	60	20	14	24	20	8	50	115	50	14	8	24	55	15	28	25	33	24.5
26 Reformer	42	20	30	50	40	30	14	24	20	9	22	80	22	14	10	24	55	25	48	25	30	24.5
27 Trapeze Table	18	20	30	40	38	20	10	24	10	5.5	22	24	22	14	10	24	20	20	18	15	20	20
28 Chair	14	20	20	40	38	15	10	24	10	11.5	22	16	22	14	2	24	20	15	12	15	18	15.5
29 Small Props	6	10	10	5	20	2	8	24	10	9.5	4	16	4	2	1	4	6	30	12	15	10	8.75
30 Ped-O-Pull	0	0	5	5	6	2	2	24	5	1.5	1	15	1	0	0.5	0	3	5	1	5	4	2
31 Self-practice	85	100	200	90	60	150	150	150	5	156	200	40	200	100	150	125	156	210	50	200	129	150
32 Supervised teaching	220	120	200	50	100	150	250	153	200	115	6	10	6	100	150	75	319	150	10	200	129	135
33 Observation	65	50	100	100	10	150	200	75	2	45	100	10	100	40	100	150	200	100	200	200	100	100
34 History of Pilates	0.5	5	5	2	2	1	2	4	2	2	1	2	1	5	1	1	5	5	0.25	2	2	2
35 Principles of Pilates	0.5	5	10	2	2	5	15	1	2	8	1	1	1	1	1	1	3	2	0.5	2	3	2
36 Exercise Analysis	4	10	10	10	16	15	100	10	2	25	1	10	1	12	0	3	20	10	90	15	18	10
37 Modifications	4	10	10	10	16	5	25	10	2	16	8	10	8	12	1	3	20	5	45	15	12	10
38 Posture Assessment	2	5	10	10	5	1	10	10	2	10	1	16	1	28	3	2	8	8	2	3	7	5
39 Contraindications	4	5	10	5	5	2	25	10	2	4	8	10	8	12	2	2	5	7	8	15	7	6
40 Teaching Methodology and Pedagogy	2	5	10	20	50	5	30	10	2	10	6	16	6	12	2	2	1	25	20	25	13	10
41 Program Design	4	5	10	20	5	5	5	10	2	6	1	8	1	28	0	2	9	10	4	25	8	5
42 Specific Populations	4	0	20	10	0	10	10	10	2	6	2	16	2	0	2	0	5	2		5	6	4



Survey Results - All Programs

	A		B		C		D		E		F		G		H		I		J		K		L		M		N		O		P		Q		R		S		T		YES	%																																												
	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	Ave hrs	Med Hrs	Ave %	PMA	Diff																																									
43	Total number of hours in your comprehensive program:																																								504		450		572		500		500		596		810		500		400		476		800		450		800		452		455		490		950		700		720		685							
	Domain: Teaching																																																																																					
44	Task 1: Develop and design a client's program incorporating Pilates methodologies and information gathered during the assessment to ensure a successful movement																																								45	0.09	50	0.11	66	0.12	25	0.05	10	0.02	55	0.09	50	0.06	26	0.05	15	0.04	25	0.05	112	0.14	100	0.22	112	0.14	55	0.12	9	0.02	100	0.20	126	0.13	50	0.07	50	0.07	25	0.04	55	50	0.09	0.15	-0.05	
45	Task 2: Apply knowledge in basic movement science (e.g., functional)																																								50	0.10	50	0.11	66	0.12	25	0.05	20	0.04	55	0.09	50	0.06	85	0.17	40	0.10	90	0.19	112	0.14	25	0.06	112	0.14	74	0.16	32	0.07	75	0.15	133	0.14	100	0.14	100	0.14	50	0.07	67	60.5	0.11	0.15	-0.04	
46	Task 3: Use basic teaching skills (e.g., verbal and tactile cueing)																																								88	0.17	100	0.22	47	0.08	100	0.20	20	0.04	55	0.09	50	0.06	45	0.09	20	0.05	35	0.07	112	0.14	100	0.22	112	0.14	182	0.40	30	0.07	75	0.15	266	0.28	100	0.14	100	0.14	200	0.29	92	94	0.15	0.16	-0.01	
47	Task 4: Employ comprehensive Pilates syllabus and philosophy in the																																								48	0.10	100	0.22	66	0.12	100	0.20	250	0.50	75	0.13	50	0.06	100	0.20	20	0.05	75	0.16	112	0.14	100	0.22	112	0.14	140	0.31	275	0.60	75	0.15	133	0.14	180	0.26	50	0.07	400	0.58	123	100	0.22	0.13	0.09	
48	Task 5: Comply with code of ethics and client confidentiality to preserve																																								4	0.01	10	0.02	33	0.06	5	0.01	5	0.01	15	0.03	48	0.06	1	0.00	15	0.04	2	0.00	10	0.01	10	0.02	10	0.01	0	0.00	7	0.02	10	0.02	7	0.01	10	0.01	20	0.03	10	0.01	12	10	0.02			
	Assessment & Evaluation																																																																																					
49	Task 1: Obtain information as it pertains to client's medical health																																								24	0.05	10	0.02	30	0.05	20	0.04	5	0.01	15	0.03	44	0.05	1	0.00	20	0.05	4	0.01	10	0.01	10	0.02	10	0.01	28	0.06	7	0.02	10	0.02	33	0.03	20	0.03	25	0.03	3	0.00	16	12.5	0.03	0.05	-0.02	
50	Task 2: Identify risk factors and contraindications that might preclude																																								24	0.05	12	0.03	24	0.04	5	0.01	20	0.04	15	0.03	44	0.05	10	0.02	20	0.05	3	0.01	10	0.01	10	0.02	10	0.01	44	0.10	10	0.02	20	0.04	7	0.01	15	0.02	60	0.08	15	0.02	19	15	0.03	0.05	-0.02	
51	Task 3: Discuss, determine, align, and prioritize goals by evaluating																																								12	0.02	10	0.02	30	0.05	10	0.02	50	0.10	30	0.05	44	0.05	20	0.04	20	0.05	5	0.01	10	0.01	10	0.02	10	0.01	60	0.13	10	0.02	20	0.04	15	0.02	25	0.04	40	0.06	10	0.01	22	17.5	0.04	0.04	0.00	
52	Task 4: Identify needs, imbalances, and asymmetries as they pertain to																																								36	0.07	25	0.06	39	0.07	50	0.10	100	0.20	50	0.08	44	0.05	23	0.05	30	0.08	15	0.03	10	0.01	10	0.02	10	0.01	68	0.15	12	0.03	20	0.04	33	0.03	50	0.07	50	0.07	10	0.01	34	31.5	0.06	0.04	0.02	
53	Task 5: Identify information that pertains to the special conditions of a																																								12	0.02	10	0.02	28	0.05	5	0.01	20	0.04	50	0.08	44	0.05	3	0.01	30	0.08	10	0.02	10	0.01	5	0.01	10	0.01	42	0.09	7	0.02	15	0.03	7	0.01	10	0.01	20	0.03	15	0.02	18	11	0.03	0.05	-0.02	
	Reassessment																																																																																					
55	Task 1: Monitor and record client's progress using subjective and																																								2	0.00	10	0.02	24	0.04	20	0.04	10	0.02	35	0.06	28	0.03	25	0.05	20	0.05	10	0.02	50	0.06	10	0.02	50	0.06	6	0.01	5	0.01	10	0.02	48	0.05	10	0.01	75	0.10	10	0.01	23	15	0.04	0.02	0.01	
56	Task 2: Gather subjective and objective information as it pertains to																																								24	0.05	10	0.02	24	0.04	20	0.04	20	0.04	35	0.06	27	0.03	24	0.05	20	0.05	4	0.01	50	0.06	10	0.02	50	0.06	6	0.01	10	0.02	20	0.04	9	0.01	15	0.02	50	0.07	3	0.00	22	20	0.04	0.03	0.00	
57	Task 3: Re-assess and re-align short and long-term Pilates program goal																																								6	0.01	7	0.02	21	0.04	20	0.04	10	0.02	35	0.06	27	0.03	4	0.01	10	0.03	4	0.01	50	0.06	10	0.02	50	0.06	6	0.01	10	0.02	5	0.01	28	0.03	20	0.03	20	0.03	10	0.01	18	10	0.03	0.02	0.00	
58	Task 4: Identify habits or movement patterns that negatively impact																																								24	0.05	10	0.02	21	0.04	20	0.04	50	0.10	35	0.06	27	0.03	6	0.01	25	0.06	25	0.05	112	0.14	10	0.02	112	0.14	6	0.01	10	0.02	10	0.02	39	0.04	40	0.06	25	0.03	10	0.01	31	24.5	0.05	0.03	0.02	
59	Task 5: Evaluate and adjust clients workout environment (e.g., light																																								3	0.01	5	0.01	11	0.02	20	0.04	5	0.01	5	0.01	27	0.03	3	0.01	10	0.03	4	0.01	10	0.01	5	0.01	10	0.01	2	0.00	10	0.02	5	0.01	9	0.01	5	0.01	5	0.01	1	0.00	8	5	0.01	0.02	-0.01	
60	Task 6: Re-assess client's status following a hiatus from program (e.g.,																																								6	0.01	15	0.03	21	0.04	5	0.01	10	0.02	10	0.02	27	0.03	0	0.00	20	0.05	2	0.00	10	0.01	10	0.02	10	0.01	44	0.10	3	0.01	10	0.02	9	0.01	10	0.01	10	0.01	3	0.00	12	10	0.02	0.03	-0.01	
61	Task 7: Re-assess client's status and progress using subjective and																																								1	0.00	15	0.03	21	0.04	5	0.01	10	0.02	10	0.02	27	0.03	4	0.01	30	0.08	5	0.01	10	0.01	10	0.02	10	0.01	0	0.00	7	0.02	10	0.02	48	0.05	20	0.03	20	0.03	3	0.00	13	10	0.02	0.02	0.00	
62	Total Percentage																																									81%		100%		100%		91%		123%		97%		81%		76%		91%		67%		100%		99%		100%		169%		100%		100%		100%		97%		100%		114%						



	A	B	C	D	E	F	G	H	I	J	K	YES	11 %
	Mark yes or no to the following. Does your Program have:												
1	Entrance requirements - See comments section below.		x	x	x	x	x	x	x	x		8	73%
2	Pre requisites - See comments section	x	x	x	x	x	x		x	x		9	82%
3	A practical assessment- performance	x	x	x	x	x	x	x	x	x	x	11	100%
4	A practical assessment- teaching movement (communication skills)	x	x	x	x	x	x	x	x	x	x	11	100%
5	A written assessment- anatomy, movement science	x	x	x	x	x	x	x	x	x		10	91%
6	Re-takes	x	x	x	x	x	x	x	x	x	x	11	100%
7	Final written paper- Case study	x	x	x	x	x	x	x	x	x		8	73%
8	A signed contract with students		x	x	x	x	x	x	x	x		8	73%
9	A modular structure	x	x	x	x	x	x	x	x	x	x	11	100%
10	A payment plan	x	x	x	x	x	x	x	x	x	x	11	100%
11	A cancellation policy	x	x	x	x	x	x	x	x	x	x	11	100%
12	Student liability insurance (either provided or required)				x	x				x	x	5	45%
13	Scheduled assessments re continuance/drop	x				x						4	36%
14	Self Practice if yes, then is it:	x	x	x	x	x	x	x	x	x	x	11	100%
15	Monitored	x	x			x	x	x	x	x	x	9	82%
16	Supervised	x						x	x	x	x	6	55%
17	Assessed	x							x	x	x	7	64%
18	A method of tracking pass rates of graduates taking the PMA exam					x					x	2	18%
19	Assistant teachers or Teacher Training instructors that are being mentored	x	x		x	x		x	x	x	x	9	82%

	A	B	C	D	E	F	G	H	I	J	K	YES	%	
	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Hours	Ave	Median	
	Identify the number of hours, required in the following, (if not offered within the program but required as a prerequisite please note in the comments)													
21	Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics	20	3	18	24	20	8.5	16	12	8	8	14	16	15.16
22	Safety guidelines regarding movement	4	1	5	1	2	8.5	8	30	3	8	8	5	6.61
23	Safety protocols on the equipment	2	1	2	1	2	5	8	6	1	8	4	2	3.09
24	Scope of practice	1	1		1	2	4	2	2		1	2	2	2.00
25	Universal precautions (i.e. hand washing, equipment sanitization)	1	1	1	1	2	2	1	1	0.5	1	1	1	1.07
26	Mat	28	60	60	24	20	8	115	14	8	24	35	24	29.32
27	Reformer	42	50	40	24	20	9	80	14	10	24	30	24	27.14
28	Trapeze Tables	18	40	38	24	10	5.5	24	14	10	24	21	20	20.34
29	Chair	14	40	38	24	10	11.5	16	14	2	24	19	16	17.70
30	Small Props	6	5	20	24	10	9.5	16	2	1	4	10	9.5	9.64
31	Ped-O-Pull	0	5	6	24	5	1.5	15	0	0.5	0	5	1.5	3.34
32	Self-practice	85	90	60	150	5	156	40	100	150	125	96	100	98.23
33	Supervised teaching	220	120	100	153	200	115	10	100	150	75	118	115	116.27
34	Observation	65	100	10	75	2	45	10	40	100	150	59	50	54.41
35	History of Pilates	0.5	2	2	4	2	2	2	5	1	1	2	2	2.20
36	Principles of Pilates	0.5	2	2	1	2	8	1	1	1	1	2	1	1.61
37	Exercise Analysis	4	10	16	10	2	25	10	12	0	3	9	10	9.64
38	Modifications	4	10	16	10	2	16	10	12	1	3	9	10	9.27
39	Posture Assessment	2	5	5	10	2	10	16	28	3	2	8	5	6.73
40	Contraindications	4	5	5	10	2	4	10	12	2	2	6	5	5.27
41	Teaching Methodology and Pedagogy	2	5	50	10	2	10	16	12	2	2	12	10	10.95
42	Program Design	4	5	5	10	2	6	8	28	0	2	8	5	6.59
43	Specific Populations	4	0	0	10	2	6	16	0	2	0	5	2	3.27
														464.00

	A	B	C	D	E	YES	%
	Mark yes or no to the following. Does your Program have:						
1	Entrance requirements - See comments section below.	x	X	x	x	4	80%
2	Pre requisites - See comments section below.	x	X		x	3	60%
3	A practical assessment- performance	x	X	x	x	5	100%
4	A practical assessment- teaching movement (communication skills)	x	X	x	x	5	100%
5	A written assessment- anatomy, movement science	x	X	x	x	5	100%
6	Re-takes	x	X	x	x	5	100%
7	Final written paper- Case study	x	X	x	x	4	80%
8	A signed contract with students	x	X	x	x	5	100%
9	A modular structure	x	X	x	x	4	80%
10	A payment plan	x	X	x	x	5	100%
11	A cancellation policy	x	X	x	x	5	100%
12	Student liability insurance (either provided or required)	x	X	x	x	4	80%
13	Scheduled assessments re continuance/drop	x	X	x	x	5	100%
14	Self Practice If yes, then is it:	x	X	x	x	5	100%
15	Monitored	x	X		x	3	60%
16	Supervised	x	X	x	x	4	80%
17	Assessed	x	X	x	x	4	80%
18	A method of tracking pass rates of graduates taking the PMA exam		X			1	20%
19	Assistant teachers or Teacher Training Instructors that are being mentored	x	X	x	x	5	100%

	A		B		C		D		E		Ave	Median
	Hours		Hours		Hours		Hours		Hours			
	Identify the number of hours required in the following: (if not offered within the program but required as a prerequisite please note in the comments)											
20	50		12		20		4		24		22	20
21	40		3		5		15		5		14	5
22	40		3		3		2		3		10	3
23	10		1		2				3		4	2.5
24	3		1		1		6		1		2	1
25	30		20		15		28		25		24	25
26	30		30		25		48		25		32	30
27	30		20		20		18		15		21	20
28	20		15		15		12		15		15	15
29	10		2		30		12		15		14	12
30	5		2		5		1		5		4	5
31	200		150		210		50		200		162	200
32	200		150		150		10		200		142	150
33	100		150		100		200		200		150	150
34	5		1		5		0.25		2		3	2
35	10		5		2		0.5		2		4	2
36	10		15		10		90		15		28	15
37	10		5		5		45		15		16	10
38	10		1		8		2		3		5	3
39	10		2		7		8		15		8	8
40	10		5		25		20		25		17	20
41	10		5		10		4		25		11	10
42	20		10		2				5		9	7.5

	A		B		C		D		E		Ave hrs	Med Hrs	Ave %	PMA	Diff
	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%	# Hrs	%					
	572		596		700		720		685						
	Total number of hours in your comprehensive program:														
	Domain: Teaching														
43	66	0.12	55	0.09	50	0.07	50	0.07	25	0.04	49	50	0.08	0.15	-0.07
44	66	0.12	55	0.09	100	0.14	100	0.14	50	0.07	74	66	0.11	0.15	-0.04
45	47	0.08	55	0.09	100	0.14	100	0.14	200	0.29	100	100	0.15	0.16	-0.01
46	66	0.12	75	0.13	180	0.26	50	0.07	400	0.58	154	75	0.23	0.13	0.10
47	33	0.06	15	0.03	10	0.01	20	0.03	10	0.01	18	15	0.03		
	Assessment & Evaluation														
48	30	0.05	15	0.03	20	0.03	25	0.03	3	0.00	19	20	0.03	0.05	-0.02
49	24	0.04	15	0.03	15	0.02	60	0.08	15	0.02	26	15	0.04	0.05	-0.01
50	30	0.05	30	0.05	25	0.04	40	0.06	10	0.01	27	30	0.04	0.04	0.00
51	39	0.07	50	0.08	50	0.07	50	0.07	10	0.01	40	50	0.06	0.04	0.02
52	28	0.05	50	0.08	10	0.01	20	0.03	15	0.02	25	20	0.04	0.05	-0.01
	Reassessment														
53	24	0.04	35	0.06	10	0.01	75	0.10	10	0.01	31	24	0.05	0.02	0.02
54	24	0.04	35	0.06	15	0.02	50	0.07	3	0.00	25	24	0.04	0.03	0.01
55	21	0.04	35	0.06	20	0.03	20	0.03	10	0.01	21	20	0.03	0.02	0.01
56	21	0.04	35	0.06	40	0.06	25	0.03	10	0.01	26	25	0.04	0.03	0.01
57	11	0.02	5	0.01	5	0.01	5	0.01	1	0.00	5	5	0.01	0.02	-0.01
58	21	0.04	10	0.02	10	0.01	10	0.01	3	0.00	11	10	0.02	0.03	-0.01
59	21	0.04	10	0.02	20	0.03	20	0.03	3	0.00	15	20	0.02	0.02	0.00
60	Total Percentage		100%	97%	97%	97%	100%	100%	114%						

	A	B	C	D	YES	%
Mark yes or no to the following. Does your Program have:						
Entrance requirements - See comments section below.	x	x	x	x	4	100%
Pre requisites - See comments section	x	x	x	x	4	100%
A practical assessment- performance	x	x	x	x	4	100%
A practical assessment- teaching movement (communication skills)	x	x	x	x	4	100%
A written assessment- anatomy, movement science	x	x	x	x	4	100%
Re-takes	x	x	x	x	4	100%
Final written paper- Case study	x	x	x	x	4	100%
A signed contract with students	x	x	x	x	4	100%
A modular structure	x	x	x	x	4	100%
A payment plan	x	x	x	x	4	100%
A cancellation policy	x	x	x	x	4	100%
Student liability insurance (either provided or required)	x	x	x	x	4	100%
Scheduled assessments re continuance/drop	x			x	2	50%
Self Practice if yes, then is it:	x	x	x	x	4	100%
Monitored	x			x	2	50%
Supervised	x			x	2	50%
Assessed	x	x	x	x	4	100%
A method of tracking pass rates of graduate Assistant teachers or Teacher Training Instructors that are being mentored	x				1	25%
	x	x	x	x	4	100%

	A	B	C	D	Ave	Median
Identify the number of hours required in the following: (if not offered within the program but required as a prerequisite please note in the comments)	Hours	Hours	Hours	Hours	Hours	Hours
Movement science: Anatomy, Physiology, Kinesiology, and Biomechanics	25	8	8	30	18	16.5
Safety guidelines regarding movement	30	4	4	4	11	4
Safety protocols on the equipment	30	1	1	4	9	2.5
Scope of practice	15	1	1	1	5	1
Universal precautions (i.e. hand washing, equipment sanitization)	1	1	1	1	1	1
Mat	14	50	50	55	42	50
Reformer	14	22	22	55	28	22
Trapeze Table	10	22	22	20	19	21
Chair	10	22	22	20	19	21
Small Props	8	4	4	6	6	5
Ped-O-Pull	2	1	1	3	2	1.5
Self-practice	150	200	200	156	177	178
Supervised teaching	250	6	6	319	145	128
Observation	200	100	100	200	150	150
History of Pilates	2	1	1	5	2	1.5
Principles of Pilates (according to PMA)	15	1	1	3	5	2
Exercise Analysis	100	1	1	20	31	10.5
Modifications	25	8	8	20	15	14
Posture Assessment	10	1	1	8	5	4.5
Contraindications	25	8	8	5	12	8
Teaching Methodology and Pedagogy	30	6	6	1	11	6
Program Design	5	1	1	9	4	3
Specific Populations (please note in G)	10	2	2	5	5	3.5

	A		B		C		D		Ave hrs	Med Hrs	Ave %	PMA	Diff
	# Hrs	%											
Total number of hours in your comprehensive program:	810		800		800		950						
Domain: Teaching													
Task 1: Develop and design a client's program incorporating Pilates	50	0.06	112	0.14	112	0.14	126	0.13	100	112	0.12	0.15	-0.03
Task 2: Apply knowledge in basic movement science (e.g., functional	50	0.06	112	0.14	112	0.14	133	0.14	102	112	0.12	0.15	-0.03
Task 3: Use basic teaching skills (e.g., verbal and tactile cueing.	50	0.06	112	0.14	112	0.14	266	0.28	135	112	0.16	0.16	0.00
Task 4: Employ comprehensive Pilates syllabus and philosophy in the	50	0.06	112	0.14	112	0.14	133	0.14	102	112	0.12	0.13	-0.01
Task 5: Comply with code of ethics and client confidentiality to preserve	48	0.06	10	0.01	10	0.01	7	0.01	19	10	0.02		
Assessment & Evaluation													
Task 1: Obtain information as it pertains to client's medical health	44	0.05	10	0.01	10	0.01	33	0.03	24	21.5	0.03	0.05	-0.02
Task 2: Identify risk factors and contraindications that might preclude	44	0.05	10	0.01	10	0.01	7	0.01	18	10	0.02	0.05	-0.03
Task 3: Discuss, determine, align, and prioritize goals by evaluating	44	0.05	10	0.01	10	0.01	15	0.02	20	12.5	0.02	0.04	-0.02
Task 4: Identify needs, imbalances, and asymmetries as they pertain to	44	0.05	10	0.01	10	0.01	33	0.03	24	21.5	0.03	0.04	-0.02
Task 5: Identify information that pertains to the special conditions of a	44	0.05	10	0.01	10	0.01	7	0.01	18	10	0.02	0.05	-0.03
Reassessment													
Task 1: Monitor and record client's progress using subjective and	28	0.03	50	0.06	50	0.06	48	0.05	44	49	0.05	0.02	0.03
Task 2: Gather subjective and objective information as it pertains to	27	0.03	50	0.06	50	0.06	9	0.01	34	38.5	0.04	0.03	0.01
Task 3: Re-assess and re-align short and long-term Pilates program goal	27	0.03	50	0.06	50	0.06	28	0.03	39	39	0.05	0.02	0.02
Task 4: Identify habits or movement patterns that negatively impact	27	0.03	112	0.14	112	0.14	39	0.04	73	75.5	0.09	0.03	0.06
Task 5: Evaluate and adjust clients workout environment (e.g., light	27	0.03	10	0.01	10	0.01	9	0.01	14	10	0.02	0.02	0.00
Task 6: Re-assess client's status following a hiatus from program (e.g.,	27	0.03	10	0.01	10	0.01	9	0.01	14	10	0.02	0.03	-0.01
Task 7: Re-assess client's status and progress using subjective and	27	0.03	10	0.01	10	0.01	48	0.05	24	18.5	0.03	0.02	0.01
Total Percentage		81%		100%		100%		100%					

ENTRANCE REQUIREMENTS

* Over the years our entrance and prerequisite requirements have changed. Previously, successful completion of written and practical examinations (accompanied by documented hours in sessions) was required for acceptance into the program. However, we found this eliminated a large group of potentially talented, promising and determined individuals. Inevitably, these requirements sent these applicants to lesser programs offered at local gyms and such. Currently, the requirements are varied and based on individual interviews.

* Pilates experience and Exercise Science

* Submit an application be medically cleared to engage in a vigorous exercise training program

* I have my students send a curriculum vitae to see if they have previous experience in a movement related field (dance, fitness, physical therapy, etc). If they do not, I will speak with them personally about their desire to become a Pilates teacher and I decide on an individual basis if they should be admitted to the program.

* Some Pilates or other fitness background. A strong desire to learn classic Pilates and be able to teach and implement the program to others of all abilities. Interview process with potential student is always the first step. A background in Pilates, yoga, or fitness related programs, we also speak about intentions and goals.

* Must be at an intermediate level on mat and reformer, able to move with tempo and integrity, using transitions. Trainee applicant must take a lesson with a certified teacher to be approved for program.

* Performance on Reformer at an intermediate level. Students must know the order, springs, reps, breath, and equipment. Students must be able to self-correct.

* Able to perform level III/IV Reformer showing knowledge in equipment use, safety, order of exercises, ability to take corrections. Some knowledge of Mat, Cadillac, Chair and small apparatus

* Applicants must complete the entrance application, complete the prerequisite hours and complete an evaluation.

* CPR or First aid, a recognized qualification in anatomy either thorough a fitness certification or another course, a minimum 20 hours Pilates Apparatus and Mat training. Completed registration application with XYZ school approval.

* 3 years minimum of regular Pilates Practice and an Intermediate/Advanced level of practice. During and audition in, a background in Dance, Movement or Martial Arts can allow for less time practicing Pilates before starting the program. Must be healthy with no injuries that could interfere with learning.

* Licensed or certified health care professionals (e.g. PT, MD, DO, DC, ATC) Participation in 25 hours of group or private Pilates classes prior to start of course or Certified fitness instructor or instructor of movement arts (e.g. yoga, Tai Chi, practitioners of somatic movement) One semester of basic anatomy/physiology or equivalent Participation in 25 hours of group or private Pilates classes prior to start of course

1. 18 years of age or older with high school diploma or equivalent.
2. Completed application including references and application fee.
3. Submitted documentation of completed prerequisite hours.
4. Participation in an entrance evaluation and interview.
5. Complete the enrollment and registration process.

PREREQUISITES

- * Education - university - sports activities – Employment
- * Knowledge of intermediate level on Reformer and Mat.
- * Experience: take Pilates as a student or fitness professional. We encourage others to begin by becoming a student for a minimum of 6 months.
- * Our prerequisites consist of 35 private one on one sessions and then at least 40 more when in the program.
- * A minimum of 2 years studying the method. Most of our students come from other Pilates schools or from our Client base.
- * 25 or more private Pilates lessons. Basic anatomy course.
- * Memorize the beginning Mat/Reformer order. Read 'Return to Life', required reading assignments in the book Anatomy of Movement. Required reading assignments in the XYZ School training manual.
- * 3 years minimum of regular Pilates Practice and an Intermediate/Advanced level of practice. During and audition in, a background in Dance, Movement or Martial Arts can allow for less time practicing Pilates before starting the program. Students are also required to read "Return to Life" and "Anatomy of Movement".
- * We require that students have a background in Anatomy and Exercise Science before being accepted onto our courses. However, we do a review and an assignment, which needs to be handed in which takes about 3 hours in total.
- * A minimum of 30 private sessions with a XYZ Teacher (preferably a XYZ Facilitator or Faculty) and a minimum of 30 group classes with a Qualified XYZ Teacher
- * Prior experience in Pilates that allows to pass the entrance performance. If none, then need to complete a Preparatory Program which is custom designed and can be 3 to 6 months long depending on the candidate's fitness level and ability to understand in their body the Pilates Principles and Fundamentals

WHO SUPERVISES, MONITORS, OR ASSESSES SELF-PRACTICE?

- * Practice hours are monitored by our teacher trainers, studio or facility owners and self reported.
- * Students are required to complete a minimum of 200 hours of self- practice. These hours are completed in a XYZ host or affiliate location and signed off by a XYZ instructor in the studio.
- * Honor system for themselves
- * Myself and the training assistants. Before each training session/day the previous material learnt is observed and examined before new material s given.
- * Myself.
- * Program Faculty supervise and assess student self practice, some self-practice can be supervised and monitored by Qualified XYZ Facilitators or Teachers.
- * Our appointed teacher trainers who have all been teaching Pilates for 5 or more years and went through a training program to prepare them for this role.
- * Applicants are expected to have at least 6 months Pilates experience.
- * Program Director and the most senior teacher
- * Students self practice is always supervised by a certified Pilates instructor who has completed our training and teaches in our method of Pilates teaching. Their self-practice is monitored by instructors, supervising instructors as well as teacher trainers. Their self-practice is assessed by the supervising instructors as well as teacher trainers.
- * Program director
- * Self-practice is unsupervised but is assessed during group classes, privates and required observed teaching privates.
- * I have a mentoring system in place, as well as teacher assistants who work directly with me during the training sessions.
- * Advisors, Examiners, Director of Education, and XYZ Staff.
- * Self-practice is unsupervised but is assessed during group classes, privates and required observed teaching privates.
- * XYZ Educators, XYZ Mentors, Pilates Instructors, other students, student.
- * Myself and other master trainers.
- * We have advisors for each trainee with required meetings to ask questions and make sure the trainee is correctly doing their self-practice.

COMMENTS

* Thank you for the opportunity of completing this survey. It provided the occasion to reassess our program's structure from a fresh and unique perspective. Part 2 was particularly challenging as the questions were rather verbose and therefore made it difficult to determine the exact reference desired.

* XYZ specifically dedicates several modules (each module includes six hours of instruction, demonstration and practice with a qualified XYZ faculty member) on the subject of "specific populations". In addition, to lecture and discussion contained on these particular days, we include topics that overlap during a number of other modules.

* I found the second part of the survey difficult. I could break down hours in the first part of the survey. I understand why you want this info and can tell you that after the lessons of anatomy, kinesiology, safety, scope, history and practical exercises are taught -we strive to create "thinking teachers" who can put this knowledge into practice on a meaningful level and Design, Assess and Re-assess - to assign an hourly range was difficult for me. We consider our x hour program foundational only and stress furthering one's knowledge -a must.

* A major requirement in our program is 100 hours case study clients/with data collection and a short thesis.

* The missing hours/percentage are made up by guest speakers on pelvic floor function, and spinal conditions and pathologies. I found that most of the Domain 3 hours were accomplished during the case studies that students complete. Most of Domain 2 was completed during the actual lectures and tutorials. Most of Domain 1 was accomplished during lectures and then subsequent hours of observation/participation/practice.

* In my experience it is very individual. Some with little experience can have what it takes to grasp and embody the work, others with years of training and even certification are unable and unsuitable to take on the 'fullness' required by the method.

* Our program does not separate the above into different learning modules but incorporates all the above whilst learning the work. There are set 'rehab' modules and 'anatomy' times set aside to look at functional movement, mechanics, moving potential etc

* The sixteen additional hours of our program involve business skills and vocal training that do not fall under the teaching domains listed above.

* For my school it is important that the student has the basics of anatomy and biomechanics

* We found it very challenging to fill in the above section as many of the tasks had apparent overlap. It also was not made clear as to whether it was expected that the role delineation percentages were to actually add up to 100. If yes - then we filled out the form to the best of our ability - if no then we would need to modify and adjust. To my understanding the role delineation document outlined the tasks, knowledge and skill sets necessary that a Pilates teacher needs to perform their job. The information covered in teacher training actually covers other material and included hours that actually cross over through the domains. Further, assessment and re-assessment are very similar - this was always a discussion point from the very beginning.

* These hours are an estimation as many components listed are incorporated throughout the 112 hours of lecture and also in the required group classes and privates. We also require 350 hours of Practice Teaching before a teacher can test out.

* It was difficult to set hours to the above domains because I found that often they over-lap during the training program.

* These hours are an estimation as many components listed are incorporated throughout the x hours of lecture and also in the required group classes and privates. We also require x hours of Practice Teaching before a teacher can test out.

* Anatomy is a prerequisite. No space for Ladder Barrel or Spine Corrector, which are in our courses.

* Dom 1 - Task 5: This information is taught in the XYZ Advanced Assessment Course, as is much of the reassessment information.

1. Small Props hours include Spine Corrector work, High Barrel, Magic Circle, Foot Corrector, and Bean bag. (other proprietary items removed by PMA for anonymity)

2. Exercise Analysis, modifications, safety guidelines and safety protocols are also addressed in the teaching of the individual pieces of equipment and movements.

3. 25 hours of individual mentoring are not included in the hours listed above as they could cover any number of the topics listed.

4. Special Populations are addresses generally but are considered to be continuing education.

* The above tasks are integrated into the trainees apprenticeship program where they are practice teaching for 250 hours of the 720 total hours. They are using the above listed tasks continuously during those teaching hours so I am making an estimation above based on that.

* I have tried to be as clear as possible. I'm not sure that this is the most accurate description of the XYZ. I hope I have understood/ interpreted the questions accurately. There are parts of this survey that I think that could be worded differently.

ACTION ITEMS

✓	
✓	
✓	
✓	

ACTION ITEMS

✓	
✓	
✓	
✓	

