



Following outlines the standards and evidence required to complete the application for ITTAP for each program tier.		
MAT Program	Title	Requirements
Standard 1	32 Hours of Lecture (must include the History of Pilates, Anatomy, Special Populations, Teaching/Cueing)	<p><b>Curriculum:</b></p> <p>There is a <b>32-hour lecture requirement</b> for the Mat Train-the-Trainer program. The program’s design and materials must follow sound educational practices. The curriculum content and learning experiences must be preplanned and present a systematic and sequential educational methodology. Your evidence must clearly demonstrate that the lecture content has been constructed and is presented in a systematic and sequential order. Lecture content must provide learners with the education and training that is consistent with the Pilates industry standards and commonly used apparatus at this time. This must include History of Pilates, Anatomy, Special Populations, Teaching &amp; Cueing, and Mat.</p> <p>In your narrative, include the following:</p> <ul style="list-style-type: none"> <li>• Rationale is provided for the content and sequence of curriculum.</li> <li>• Example content questions for required narrative:</li> <li>• How were the number of requisite courses/modules chosen? How was the total number of hours in the program determined?</li> <li>• The narrative needs to give the reviewer a clear understanding of the approach, planning, logic, knowledge, and inspiration that led to the structure of the Mat program.</li> <li>• If the hours identified in the PMA minimum educational template are not easily identifiable within a program description, the narrative must provide specific identification of where in the program the required hours are found. If the program does not use hours as a measure in certain segments of the program, clear narrative must explain how assessments are used to determine competence.</li> </ul> <p><b>Note:</b> It is understood that Joseph Pilates created more apparatus than those currently required for compliance with this standard, therefore the apparatus required for compliance may be subject to change based upon commonly used industry apparatus at that time.</p> <p><b>Teaching methodologies:</b></p> <p>Teaching methods are appropriate to course content, meet the needs of diverse learners and using adult learning principles, and are designed to encourage and enhance learner participation and involvement using the mission and goals as guiding principles.</p> <p>Teachers must be mindful of sensitivity issues regarding touch by always requesting permission from the student. The teacher-to-student ratio ensures effective teaching and learning in both lecture and practical courses. Within the required narrative, describe the types of assessments required to complete the coursework and instructional guides that demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated mission and goals.</p> <p><b>Evidence: Upload the following:</b></p> <ul style="list-style-type: none"> <li>• Sample syllabus</li> <li>• Lesson plans</li> <li>• Instructional guides</li> <li>• Schedule of classes (hours/days)</li> <li>• Indication of live or live-virtual classes</li> </ul>



		<ul style="list-style-type: none"> <li>Statement signed by the Program Manager or Authorized Signatory indicating that all teachers have been and will be educated regarding touch.</li> </ul>
Standard 2	20 Hours of Observation (minimum of 10 hours must be live or live virtual)	<p><b>Background:</b> Observation of the Student Teacher is critical to knowing if they are comprehending the knowledge they are learning and performing at optimal levels. The observation must be live (in face/face contact) or live-virtual (where the student is live on a virtual platform such as Zoom or Teams). The observation must be a pre-planned process with specific lessons and movements outlined for the QTT to evaluate the student's performance and must include a minimum of 20 hours of observation. Observation should include students are actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design. During observation students are not interacting with the instructors or clients.</p> <p>Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific standard.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>Recorded videos of your observation practice</li> <li>Documented information certifying the following:             <ul style="list-style-type: none"> <li>Number of hours</li> <li>Student Name</li> <li>Dates of observation</li> <li>QTT signature</li> </ul> </li> </ul>
Standard 3	16 Self Practice Hours	<p><b>Background:</b> The practice of Pilates allows the Student Teacher to work on their craft and they are required to engage in a minimum of 16 hours of self-practice whereby they perform Pilates exercises at a location and in a manner approved by your program, utilizing all apparatus. This self-practice is to be performed alone or with other program students only.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>Teacher Trainee Name</li> <li>QTT Name</li> <li>Client name</li> <li>Class dates</li> <li>Class times</li> <li>Total number of self-practice hours</li> <li>Signature of Trainee</li> <li>Signature of QTT certifying the information is true and accurate</li> </ul>
Standard 4	12 Hours of Practice Teaching with the Student as the Instructor (must have a minimum of 2 clients)	<p><b>Background:</b> Indicate how your program tracks hours where trainee is in the role of Student Teacher. Student Teacher is required to work with a minimum of two (2) clients teaching Mat classes. There is a <b>minimum of 12 hours</b> of student teaching with the QTT as observer. Indicate if they are private client sessions or group classes.</p> <p><b>Evidence:</b></p>



		<p>Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Client name</li> <li>• Class dates</li> <li>• Class times</li> <li>• Total number of hours</li> <li>• Signature of Trainee, Client, and QTT</li> </ul>
Standard 5	3 Hours of Assisted Teaching/Student Teaching (with Qualified Teacher Trainer)	<p><b>Background:</b> Having Student Teachers practice in an environment where there are opportunities to ask questions in the moment is a critical part of adult learning principles. Your Mat program should include a minimum of three (3) hours of assisted teaching where the Student Teacher is teaching a Mat Pilates class while the teacher is present and actively involved in the instruction.</p> <p><b>Evidence:</b> Your evidence must show that students are completing 3 hours of assisted Pilates teaching, with a QTT, including evidence that shows during the assisted teaching, teacher trainers are available to take questions, provide feedback and actively support the trainee (student) in their teaching. Upload a video demonstrating this activity.</p>
Standard 6	2 Hours Mentorship with Qualified Teacher Trainer	<p><b>Background:</b> Mentorship is critical to developing long-lasting relationships with student teachers. Student teachers must work with a QTT or other Pilates professional within your program or partner program for a minimum of two (2) hours. Mentor can be the QTT, Program Director, Pilates Elder, or other person within the Pilates industry.</p> <p>The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior and/or successful Pilates instructors and leaders and transfer these skills to newer or less experienced student teachers in order to advance their careers. The focus of mentoring is to connect an individual who has a lot of knowledge and experience with someone who has not gained the same knowledge or experience.</p> <p>To meet this requirement for the ITTAP program; the senior Pilates instructor (elder, QTT, director, etc.) must document the time spent with the student teacher to offer advice and guidance to the trainee in the following areas (at a minimum) - expanding business, creating best practices for serving clients, helping the mentee expand his/her/their professional network and otherwise allow the student to benefit from the senior expert's experience.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Document or spreadsheet with the following information:             <ul style="list-style-type: none"> <li>○ Teacher Trainee Name</li> <li>○ Mentor's Name</li> <li>○ Description of mentoring activities (i.e., networking opportunity, business coaching)</li> <li>○ Session dates</li> <li>○ Session times</li> <li>○ Total number of hours</li> <li>○ Signature of Trainee and Mentor</li> </ul> </li> </ul>



Standard 7	1 Hour of Student Being Observed Teaching a Mat Pilates Class by Qualified Teacher Trainer	<p><b>Background:</b> Student Teachers must be observed for a minimum of one (1) hour teaching a Mat Pilates class. During observation teacher trainers are not interacting with the student teacher or clients (unless the QTT deems it necessary to ensure the safety and wellbeing of all participants), but QTT should be actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design.</p> <p>Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific standard.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Upload a video of the Student Teacher teaching the class. Video should be no longer than one (1) hour.</li> <li>• Upload a written narrative indicating the review of the Student Teacher</li> </ul>
Standard 8	Exams - 1 Hour Written Exam and 1 Hour Practical Exam	<p><b>Background:</b> Measurable performance standards are clearly outlined for students on syllabus. Students are required to complete both written and practical assessments based on a predetermined set of skills (e.g., checklists or rubrics) for practical exams that reflect the key educational objectives of the course. Key objectives must be outlined in the curriculum overview.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Assessment rubrics</li> <li>• Complete written exam</li> <li>• Guidelines for administering both the written and practical exam</li> <li>• Grading guidelines</li> <li>• Practical assessment requirements (i.e., samples within syllabi and/or course outlines that address the frequency, quality, consistency and weight of evaluations, and grading systems.</li> </ul>
<b>REFORMER Program</b>	<b>Title</b>	<b>Requirements</b>
Standard 1	80 Hours of Lecture (must include the History of Pilates, Anatomy, Special Populations, Teaching/Cueing)	<p><b>Curriculum:</b> <b>There is an 80-hour lecture requirement</b> for the Reformer Train-the-Trainer program. The program’s design and materials must follow sound educational practices. The curriculum content and learning experiences must be preplanned and present a systematic and sequential educational methodology. Your evidence must clearly demonstrate that the lecture content has been constructed and is presented in a systematic and sequential order. Lecture content must provide learners with the education and training that is consistent with the Pilates industry standards and commonly used apparatus at this time. This must include History of Pilates, Anatomy, Special Populations, Teaching &amp; Cueing, Reformer, and Mat.</p> <p>In your narrative, include the following:</p> <ul style="list-style-type: none"> <li>• Rationale is provided for the content and sequence of curriculum.</li> <li>• Example content questions for required narrative:</li> <li>• How were the number of requisite courses/modules chosen? How was the total number of hours in the program determined?</li> </ul>



		<ul style="list-style-type: none"> <li>• The narrative needs to give the reviewer a clear understanding of the approach, planning, logic, knowledge, and inspiration that led to the structure of the Reformer program.</li> <li>• If the hours identified in the PMA minimum educational template are not easily identifiable within a program description, the narrative must provide specific identification of where in the program the required hours are found. If the program does not use hours as a measure in certain segments of the program, clear narrative must explain how assessments are used to determine competence.</li> </ul> <p>Note: It is understood that Joseph Pilates created more apparatus than those currently required for compliance with this standard, therefore the apparatus required for compliance may be subject to change based upon commonly used industry apparatus at that time.</p> <p>Teaching methodologies: Teaching methods are appropriate to course content, meet the needs of diverse learners and using adult learning principles, and are designed to encourage and enhance learner participation and involvement using the mission and goals as guiding principles.</p> <p>Teachers must be mindful of sensitivity issues regarding touch by always requesting permission from the student. The teacher-to-student ratio ensures effective teaching and learning in both lecture and practical courses. Within the required narrative, describe the types of assessments required to complete the coursework and instructional guides that demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated mission and goals.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Sample syllabus</li> <li>• Lesson plans</li> <li>• Instructional guides</li> <li>• Schedule of classes (hours/days)</li> <li>• Indication of live or live-virtual classes</li> <li>• Statement signed by the Program Manager or Authorized Signatory indicating that all teachers have been and will be educated regarding touch.</li> </ul>
Standard 2	60 Hours of Observation (minimum of 40 hours must be live or live virtual)	<p><b>Background:</b> Observation of the Student Teacher is critical to knowing if they are comprehending the knowledge they are learning and performing at optimal levels. The observation must be live (in face/face contact) or live-virtual (where the student is live on a virtual platform such as Zoom or Teams). The observation must be a pre-planned process with specific lessons and movements outlined for the QTT to evaluate the student's performance and must include a minimum of 60 hours of observation. Observation should include students are actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design. During observation students are not interacting with the instructors or clients.</p> <p>Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific</p>



		<p>standard.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Recorded videos of your observation practice</li> <li>• Documented information certifying the following: <ul style="list-style-type: none"> <li>○ Number of hours</li> <li>○ Student Name</li> <li>○ Dates of observation</li> <li>○ QTT signature</li> </ul> </li> </ul>
Standard 3	60 Self Practice Hours (Mat and Reformer workouts alone or with another trainee)	<p><b>Background:</b> The practice of Pilates allows the Student Teacher to work on their craft and they are required to engage in a minimum of 60 hours of self-practice whereby they perform Pilates exercises at a location and in a manner approved by your program, utilizing all apparatus. This self-practice is to be performed alone or with other program students only.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Client name</li> <li>• Class dates</li> <li>• Class times</li> <li>• Total number of self-practice hours</li> <li>• Signature of Trainee</li> <li>• Signature of QTT certifying the information is true and accurate</li> </ul>
Standard 4	40 Hours of Practice Teaching with the Student as the Instructor (minimum of 2 clients with a combination of Mat and Reformer classes)	<p><b>Background:</b> Indicate how your program tracks hours where trainee is in the role of Student Teacher. Student Teacher is required to work with a minimum of two (2) clients teaching Reformer classes. There is a minimum of 40 hours of student teaching with the QTT as observer. Indicate if they are private client sessions or group classes.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Client name</li> <li>• Class dates</li> <li>• Class times</li> <li>• Total number of hours</li> <li>• Signature of Trainee, Client, and QTT</li> </ul>
Standard 5	40 Hours of Reformer Sessions with Qualified Teacher Trainer	<p><b>Background:</b> Working directly with the Student Teacher in a critical component of the hands-on training for the Student Teacher. As such, there is a requirement that the student work directly with the QTT for a minimum of 40 hours. Indicate how your program tracks the session hours with the QTT and if they are private sessions or group classes.</p> <p><b>Evidence:</b></p>



		<p>Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Date column</li> <li>• Time</li> <li>• Total number of hours</li> <li>• Signature of Trainee and QTT</li> <li>• Optional: Video uploads of the QTT and Student Teacher training is acceptable.</li> </ul>
Standard 6	10 Hours of Assisted Teaching/Student Teaching with Qualified Teacher Trainer	<p><b>Background:</b> Having Student Teachers practice in an environment where there are opportunities to ask questions in the moment is a critical part of adult learning principles. Your Reformer program should include a minimum of ten (10) hours of assisted teaching where the Student Teacher is teaching a Reformer Pilates class while the teacher is present and actively involved in the instruction.</p> <p><b>Evidence:</b> Your evidence must show that students are completing 10 hours of assisted Pilates teaching, with a QTT, including evidence that shows during the assisted teaching, teacher trainers are available to take questions, provide feedback and actively support the trainee (student) in their teaching. Upload a video demonstrating this activity.</p>
Standard 7	5 Hours of Mentorship with Qualified Teacher Trainer	<p><b>Background:</b> Mentorship is critical to developing long-lasting relationships with student teachers. Student teachers must work with a QTT or other Pilates professional within your program or partner program for a minimum of five (5) hours. Mentor can be the QTT, Program Director, Pilates Elder, or other person within the Pilates industry.</p> <p>The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior and/or successful Pilates instructors and leaders and transfer these skills to newer or less experienced student teachers in order to advance their careers. The focus of mentoring is to connect an individual who has a lot of knowledge and experience with someone who hasn't gained the same knowledge or experience.</p> <p>To meet this requirement for the ITTAP program; the senior Pilates instructor (elder, QTT, director, etc.) must document the time spent with the student teacher to offer advice and guidance to the trainee in the following areas (at a minimum) - expanding business, creating best practices for serving clients, helping the mentee expand his/her/their professional network and otherwise allow the student to benefit from the senior expert's experience.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Document or spreadsheet with the following information:             <ul style="list-style-type: none"> <li>○ Teacher Trainee Name</li> <li>○ Mentor's Name</li> <li>○ Description of mentoring activities (i.e., networking opportunity, business coaching)</li> <li>○ Session dates</li> <li>○ Session times</li> <li>○ Total number of hours</li> </ul> </li> </ul>



		○ Signature of Trainee and Mentor
Standard 8	5 Hours of Student being Observed Teaching Reformer by Qualified Teacher Trainer	<p><b>Background:</b> Student Teachers must be observed for a minimum of five (5) hours teaching Reformer Pilates classes. During observation teacher trainers are not interacting with the student teacher or clients (unless the QTT deems it necessary to ensure the safety and wellbeing of all participants), but QTT should be actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design. Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific standard.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Upload a video of the Student Teacher teaching a class. Video should be no longer than one (1) hour.</li> <li>• Upload a written narrative indicating the review of the Student Teacher.</li> </ul>
Standard 9	Written Exams (2-hour Total)	<p><b>Background:</b> Measurable performance standards are clearly outlined for students on syllabus. Students are required to complete both written and practical assessments based on a predetermined set of skills (e.g., checklists or rubrics) for practical exams that reflect the key educational objectives of the course. Key objectives must be outlined in the curriculum overview.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Assessment rubrics</li> <li>• Complete written exam</li> <li>• Guidelines for administering both the written and practical exam - each written and practical portion of the exam should be two (2) hours</li> <li>• Grading guidelines</li> </ul>
Standard 10	2 Hours of Practical Exams (exams should include Mat Performance, Mat Teaching, Beginning Classical Performer Performance, Intermediate Contemporary Reformer)	<p><b>Background:</b> Measurable performance standards are clearly outlined for students on syllabus. Students are required to complete a practical exam based on a predetermined set of skills (e.g., checklists or rubrics) that reflect the key educational objectives of the course. The expectation of the practical exam should be included in the key objectives section of the curriculum overview.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Assessment rubrics</li> <li>• Written overview of what the practical exam consists of (i.e., teaching sample class, using the equipment)</li> <li>• Guidelines for administering the practical exam</li> <li>• Grading guidelines</li> <li>• Practical assessment requirements (i.e., samples within syllabi and/or course outlines that address the frequency, quality, consistency and weight of evaluations, and grading systems.</li> </ul>
<b>COMPREHENSIVE Program</b>	<b>Title</b>	<b>Requirements</b>
Standard 1	120 Hours of Lecture (must include the History	<p><b>Curriculum:</b> <b>There is a 120-hour lecture requirement</b> for the Comprehensive Train-the-Trainer program. The program’s design and materials must follow sound</p>





	<p>of Pilates, Anatomy, Special Populations, Teaching/Cueing, Reformer, Mat, Wunda Chair, Barrels – Ladder Barrel, Spine Corrector— Cadillac/Tower, Magic Circle)</p>	<p>educational practices. The curriculum content and learning experiences must be preplanned and present a systematic and sequential educational methodology. Your evidence must clearly demonstrate that the lecture content has been constructed and is presented in a systematic and sequential order. Lecture content must provide learners with the education and training that is consistent with the Pilates industry standards and commonly used apparatus at this time. This must include History of Pilates, Anatomy, Special Populations, Teaching &amp; Cueing, Reformer, Mat, Wunda Chair, Barrels – Ladder Barrel, Spine Corrector – Cadillac/Tower, Magic Circle.</p> <p>In your narrative, include the following:</p> <ul style="list-style-type: none"><li>• Rationale is provided for the content and sequence of curriculum.</li><li>• Example content questions for required narrative:</li><li>• How were the number of requisite courses/modules chosen? How was the total number of hours in the program determined?</li><li>• The narrative needs to give the reviewer a clear understanding of the approach, planning, logic, knowledge, and inspiration that led to the structure of the comprehensive program.</li><li>• If the hours identified in the PMA minimum educational template are not easily identifiable within a program description, the narrative must provide specific identification of where in the program the required hours are found. If the program does not use hours as a measure in certain segments of the program, clear narrative must explain how assessments are used to determine competence.</li></ul> <p>Note: It is understood that Joseph Pilates created more apparatus than those currently required for compliance with this standard, therefore the apparatus required for compliance may be subject to change based upon commonly used industry apparatus at that time.</p> <p>Teaching methodologies: Teaching methods are appropriate to course content, meet the needs of diverse learners and using adult learning principles, and are designed to encourage and enhance learner participation and involvement using the mission and goals as guiding principles.</p> <p>Teachers must be mindful of sensitivity issues regarding touch by always requesting permission from the student. The teacher-to-student ratio ensures effective teaching and learning in both lecture and practical courses. Within the required narrative, describe the types of assessments required to complete the coursework and instructional guides that demonstrate the appropriate scope, sequence, and depth of each program or course in relation to the stated mission and goals.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"><li>• Sample syllabus</li><li>• Lesson plans</li><li>• Instructional guides</li><li>• Schedule of classes (hours/days)</li><li>• Indication of live or live-virtual classes</li><li>• Statement signed by the Program Manager or Authorized Signatory indicating that all teachers have been and will be educated regarding touch.</li></ul>
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Standard 2	110 Hours of Observation (80 hours must be live or live virtual)	<p><b>Background:</b> Observation of the Student Teacher is critical to knowing if they are comprehending the knowledge they are learning and performing at optimal levels. The observation must be live (in face/face contact) or live-virtual (where the student is live on a virtual platform such as Zoom or Teams). The observation must be a pre-planned process with specific lessons and movements outlined for the QTT to evaluate the student's performance and must include a minimum of 110 hours of observation. Observation should include that student are actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design. During observation students are not interacting with the instructors or clients.</p> <p>Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific standard.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Recorded videos of your observation practice</li> <li>• Documented information certifying the following:             <ul style="list-style-type: none"> <li>○ Number of hours</li> <li>○ Student Name</li> <li>○ Dates of observation</li> <li>○ QTT signature</li> </ul> </li> </ul>
Standard 3	75 Self Practice Hours (all Apparatus alone or with another trainee)	<p><b>Background:</b> The practice of Pilates allows the Student Teacher to work on their craft and they are required to engage in a minimum of 75 hours of self-practice whereby they perform Pilates exercises at a location and in a manner approved by your program, utilizing all apparatus. This self-practice is to be performed alone or with other program students only.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Client name</li> <li>• Class dates</li> <li>• Class times</li> <li>• Total number of self-practice hours</li> <li>• Signature of Trainee</li> <li>• Signature of QTT certifying the information is true and accurate</li> </ul>
Standard 4	50 Hours of Practice Teaching with Student as the Instructor (minimum of 2 clients teaching a combination of classes with All Apparatus)	<p><b>Background:</b> Indicate how your program tracks hours where trainee is in the role of Student Teacher. Student Teacher is required to work with a minimum of two (2) clients teaching Comprehensive classes. There is a minimum of 50 hours of student teaching with the QTT as observer. Indicate if they are private client sessions or group classes.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> </ul>



		<ul style="list-style-type: none"> <li>• QTT Name</li> <li>• Client name</li> <li>• Class dates</li> <li>• Class times</li> <li>• Total number of hours</li> <li>• Signature of Trainee, Client, and QTT</li> </ul>
Standard 5	50 Hours of Classes/Sessions using All Apparatus with Qualified Teacher Trainer	<p><b>Background:</b> Working directly with the Student Teacher in a critical component of the hands-on training for the Student Teacher. As such, there is a requirement that the student work directly with the QTT for a minimum of 50 hours. Indicate how your program tracks the session hours with the QTT and if they are private sessions or group classes.</p> <p><b>Evidence:</b> Upload sample document indicating the date, time, number of hours each trainee is working with the QTT. Document must have the following:</p> <ul style="list-style-type: none"> <li>• Teacher Trainee Name</li> <li>• QTT Name</li> <li>• Date column</li> <li>• Time</li> <li>• Total number of hours</li> <li>• Signature of Trainee and QTT</li> <li>• Optional: Video uploads of the QTT and Student Teacher training is acceptable.</li> </ul>
Standard 6	20 Hours of Assisted Teaching/Student Teaching with Qualified Teacher Trainer	<p><b>Background:</b> Having Student Teachers practice in an environment where there are opportunities to ask questions in the moment is a critical part of adult learning principles. Your Comprehensive program should include a minimum of twenty (20) hours of assisted teaching where the Student Teacher is teaching a Comprehensive Pilates class while the teacher is present and actively involved in the instruction.</p> <p><b>Evidence:</b> Your evidence must show that students are completing 20 hours of assisted Pilates teaching, with a QTT, including evidence that shows during the assisted teaching, teacher trainers are available to take questions, provide feedback and actively support the trainee (student) in their teaching. Upload a video demonstrating this activity.</p>
Standard 7	15 Hours of the Student being Observed Teaching Comprehensive Pilates by a Qualified Teacher Trainer	<p><b>Background:</b> Student Teachers must be observed for a minimum of fifteen (15) hours teaching Comprehensive Pilates classes. During observation teacher trainers are not interacting with the student teacher or clients (unless the QTT deems it necessary to ensure the safety and wellbeing of all participants), but QTT should be actively noting components such as exercise choice, cueing techniques, safety considerations, teacher and client interactions, and program design.</p> <p>Observation means that the QTT must observe (watch, assess) the student teacher in the required area. For example, the QTT must personally observe the student teaching others and/or their self-practice as required by the specific standard.</p> <p><b>Evidence:</b></p>



		<ul style="list-style-type: none"> <li>• Upload a video of the Student Teacher teaching a class. Video should be no longer than one (1) hour.</li> <li>• Upload a written narrative indicating the review of the Student Teacher.</li> </ul>
Standard 8	5 Hours of Mentorship with Qualified Teacher Trainer	<p><b>Background:</b> Mentorship is critical to developing long-lasting relationships with student teachers. Student teachers must work with a QTT or other Pilates professional within your program or partner program for a minimum of five (5) hours. Mentor can be the QTT, Program Director, Pilates Elder, or other person within the Pilates industry.</p> <p>The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior and/or successful Pilates instructors and leaders and transfer these skills to newer or less experienced student teachers in order to advance their careers. The focus of mentoring is to connect an individual who has a lot of knowledge and experience with someone who hasn't gained the same knowledge or experience.</p> <p>To meet this requirement for the ITTAP program; the senior Pilates instructor (elder, QTT, director, etc.) must document the time spent with the student teacher to offer advice and guidance to the trainee in the following areas (at a minimum) - expanding business, creating best practices for serving clients, helping the mentee expand his/her/their professional network and otherwise allow the student to benefit from the senior expert's experience.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Document or spreadsheet with the following information: <ul style="list-style-type: none"> <li>○ Teacher Trainee Name</li> <li>○ Mentor's Name</li> <li>○ Description of mentoring activities (i.e., networking opportunity, business coaching)</li> <li>○ Session dates</li> <li>○ Session times</li> <li>○ Total number of hours</li> <li>○ Signature of Trainee and Mentor</li> </ul> </li> </ul>
Standard 9	3 Hour Written Exam	<p><b>Background:</b> Measurable performance standards are clearly outlined for students on syllabus. Students are required to complete both written and practical assessments based on a predetermined set of skills (e.g., checklists or rubrics) for practical exams that reflect the key educational objectives of the course. Key objectives must be outlined in the curriculum overview.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"> <li>• Assessment rubrics</li> <li>• Complete written exam</li> <li>• Guidelines for administering both the written and practical exam - each written and practical portion of the exam should be three (3) hours</li> <li>• Grading guidelines</li> </ul>
Standard 10	3 Hour Practical Exams (exams should include Mat	<p><b>Background:</b> Measurable performance standards are clearly outlined for students on syllabus. Students are required to complete a practical exam based on a predetermined</p>



	Performance, Mat Teaching, Beginning Classical Performer Performance, Intermediate Contemporary Reformer, Intermediate Classical Reformer, Other Apparatus)	<p>set of skills (e.g., checklists or rubrics) that reflect the key educational objectives of the course. The expectation of the practical exam should be included in the key objectives section of the curriculum overview.</p> <p><b>Evidence:</b> Upload the following:</p> <ul style="list-style-type: none"><li>• Assessment rubrics</li><li>• Written overview of what the practical exam consists of (i.e., teaching sample class, using the equipment)</li><li>• Guidelines for administering the practical exam</li><li>• Grading guidelines</li><li>• Practical assessment requirements (i.e., samples within syllabi and/or course outlines that address the frequency, quality, consistency and weight of evaluations, and grading systems.</li></ul>
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