

ESSEINTRICS® ACADEMY

ESSEINTRICS ACADEMY | PRACTICAL EVALUATION PACKAGE LEVEL 4 STRENGTHENING EXERCISES

EXAM BREAKDOWN

There are four components to your Level 4 Final Evaluation. A minimum total grade of 80% is required to obtain the Essentrics Level 4 certificate of completion and become a Certified Level 4 Essentrics Instructor.

1. APPRENTICE HOURS.....Complete

- Submission of completed Apprentice Hours Form. Your 18 Apprentice hours may be completed by teaching any of the Essentrics Pre-Choreographed Workouts. *Include Live Teacher Training attendance where applicable. Each Live Teacher Training workshop day deducts two hours from your total Apprentice Hours requirement.*

2. WRITTEN EVALUATION.....10%

- Submission of completed multiple choice exam

3. LIVE EVALUATION.....40%

Live evaluation via online video call or in-person, evaluating the following:

- Ability to teach Level 4 strengthening exercises and techniques
- Understanding of Level 4 theory and knowledge of anatomy
- Ability to adapt exercises to the individual needs of students

4. FINAL CLASS ASSESMENT VIDEO.....50%

A one-hour Essentrics class video submission demonstrating your understanding and appropriate use of exercises, techniques, objectives, tempo, equipment, modifications, anatomy, class flow and confidence that is expected from a Level 4 Essentrics Instructor.

GENERAL EXAM INFORMATION

Preparation: Prior to the Live Evaluation, you should have read, reviewed and completed the following:

1. The Level 4 Essentrics Strengthening Exercises Manual with the corresponding training DVD
2. All resources available on the Level 4 Training Resource page
3. Multiple-choice evaluation: Instructor responsible for printing from L4 Training Resource webpage
4. Apprentice Hours Form with signatures confirming 18 1-hr PCW classes taught and Live Teacher Trainings attended (*where applicable*)
5. Submission of exam correction fee, completed multiple choice and Apprentice hours form online: Refer to the Exam Submission Guideline on the L4 Training Resource webpage for all details and step-by-step instructions.

You will be contacted by the Teacher Training Department to schedule your live exam once the steps above are completed and submitted.

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LIVE EVALUATION INFORMATION & PROCEDURE

Scheduling your Live Evaluation:

The Live Evaluation can be done via *Skype/Whereby/Facetime* or in-person with an Essentrics Examiner and will require a minimum of 60 minutes.

The purpose of this portion of the evaluation is to test your ability to demonstrate, teach, and integrate the content and theory learned from the Level 4 Essentrics Strengthening Exercises Manual.

Following this session you will be provided feedback from your examiner to incorporate into your 1-hr Final Class Assessment.

Important: Do not film your Final Class Assessment video prior to completing your Live L4 Evaluation.

Your examiner will give you specific exercises, techniques and cues to incorporate into your class video following your live evaluation. The purpose of this format is to help you develop your teaching skills throughout the evaluation process.

PREPARING FOR YOUR LIVE EVALUATION

You will be evaluated on your ability to:

- Apply Essentrics strengthening techniques to improve alignment and strength for joint stability, balance and performance within each exercise
- Cue and safely execute the Level 4 strengthening exercises listed below
- Analyze how a weak or tight student would look performing those strengthening sequences based on the common mistakes associated to each exercise
- Offer effective cues to strengthen the target anatomy within the sequences listed
- Expand on the differences between standing, floor, and barre/chair work in order to achieve the desired objectives
- Articulate how the direct and indirect target anatomy are involved within each sequence
- Demonstrate how to improve muscle endurance and muscle power (slow twitch, fast twitch).
See L4 Study Guide for additional detail.

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What will be asked during the Live Evaluation?

1. Explain the value and difference between standing, floor and barre/chair work
 - Which techniques can be used most effectively within each modality?
 - Which objectives does each modality help to achieve?
2. Level 4 exercise analysis for each of the following 7 exercise sequences:
 - Arm Pumps
 - Side Leg Lifts
 - Pliés
 - Kicks (with or without barre/chair)
 - Heel Raisers (with barre/chair)
 - Top Three Clock
 - Squash Lunges

Prepare the following:

- Identify and demonstrate the common mistakes associated within each exercise sequence listed above
- Demonstrate how you would set up and teach the exercise in class
- Demonstrate what a client might look like performing the exercise incorrectly (common mistakes)
- Provide effective cues and techniques to apply that would help your student safely execute the exercise and prevent that common mistake
- Explain the function of the anatomy involved in each sequence:
Based on the suggested common mistakes associated to the exercise, which muscle(s) do you think would be preventing the student from executing the exercise properly? (Which muscles need to relax in order to strengthen the target anatomy?). A practical explanation of muscle origins, attachments, functions, the joints they cross, and the muscle chains involved will be asked of you.
For example: If someone lifts their shoulders during the Essentrics Arm Pumps, which muscles do you think could be tight or weak? How would you cue this student to execute the exercise safely and effectively?

FINAL CLASS ASSESMENT INFORMATION

Upon completion of your Live Evaluation, you will be asked to submit a one-hour Essentrics class demonstrating your understanding and application of exercises, techniques, objectives, tempo, equipment, modifications, anatomy, class flow and confidence that is expected from a Level 4 Essentrics Instructor.

The class can be an existing Pre-Choreographed Workout, a collaboration of PCW's, or your own workout design (drawn from other PCW's and/or Essentrics/Classical Stretch videos) with any combination of standing, floor and barre/chair work as long as it stays true to the Essentrics mantra: A dynamic, full body, rebalancing workout. Your target demographic will reflect your chosen certification track. Make sure to incorporate your examiner's feedback from the Live Evaluation portion.

FINAL CLASS ASSESSMENT GUIDELINE

Use the following **9 pointers** as a guideline for what we'll be grading during your class. They will help you with what to focus on for your Final Class Assessment and are also great reminders for your everyday class.

- 1. Ability to provide a safe workout by demonstrating and teaching the primary positional techniques to ensure clean alignment and a safe load path throughout movements**
 - Proper positional set-up for each exercise sequence with individual guidance where necessary
 - Neutral C, Neutral Elongation, Alignment, Turnout
- 2. Ability to teach with a speed of movement that is safe and purposeful, allowing for correct execution of techniques and desired objectives**
 - Safe, purposeful speed of movement from start to finish
 - An overall understanding and awareness of how your speed of movement is an essential element towards achieving your intended exercise objectives
 - Intentional application of techniques and an awareness of how the neuromuscular reflexes are affected by speed: Gives appropriate time to find the End of the Stretch, apply PNF, to release tension (Relaxation) and apply Joint Movement Techniques – demonstrating practical knowledge of the myotatic and Golgi tendon reflexes
 - Deliberate use of techniques applied into fluid choreography with ease and effective cueing
- 3. Ability to identify objectives and anatomy within each exercise sequence**
 - At least one benefit for each exercise sequence related to health & wellness, body shaping & aesthetics, or sports performance objectives pertaining to student demographic
 - At least one objective / benefit for each exercise sequence related to anatomy: Demonstrating an understanding and working knowledge of muscle locations and primary function
 - The correct target anatomy for each sequence: Labels the primary muscles and gestures to the body part where students should feel the muscles being challenged or stretched
- 4. Use of verbal cues to guide your students effectively from one exercise to the next**
 - Teaches with clear, concise directional cues and to-the-point explanations
 - Provides full body cueing: Awareness and cueing of primary and secondary body parts
 - Consistent reminders to students to listen to their bodies and respect their personal limitations
 - Provides cues prior to the movement: Students can easily follow cues and keep up with the movement
 - Keeps proper count

5. Ability to offer corrections and modifications

- Actively and efficiently corrects the form and position of students as needed to ensure safety and achieve exercise objectives
- Offers slight variations to help students adapt exercises to their individual needs and preference of intensity – the *how* to work: Harder / easier if wanting to tone vs. needing a release (both sets of cues provided in a given exercise where applicable)
- Offers equipment when necessary to appropriately modify exercises and adapt to personal differences

6. Musicality

- A connection to their music: Moves and teaches with an awareness of how their music supports the choreography and intensity at which to work
- Movement to the tempo of the song: Moves with the song's timing and rhythm
- The ability to stay in sync with the beat throughout Warm-up and toning sequences and follow the phrasing fluidly during Trademark sequences
- The ability to create an eclectic, enjoyable workout experience to their student demographic through music: Playlist includes a variety of music genres

7. Overall teaching skills

- A friendly, warm, welcoming personality
- A clear and audible tone of voice: Ability to project so the class can hear and follow them
- A connection to their students: Personable and attentive to their students with an interaction that is pleasant, positive and engaging, involving eye contact
- A strong presence with a confident class and equipment set-up: Handles room logistics with ease, places participants well during standing, floor, and barre/chair exercises
- Consistency between their energy and the demand of the exercise sequence
- An enjoyable, encouraging workout experience and ability to educate and motivate students throughout the workout

8. Ability to teach a fluid non-stop 1-hr workout

- Demonstrates the ability to teach a continuous flow of movement without stopping to explain the exercises
- Smooth transitions between each exercise sequence

9. Ability to teach a safe, full-body rebalancing workout

- Constant interplay between Agonist and Antagonist muscle groups
- Balanced work of the Top Three, Big Four, Short and Long Levers through all planes of movement
- Includes thoughtfully designed, rebalancing Trademark sequences (4-6 mins)
- Proper releases when needed
- Sequences that efficiently progress in intensity (*where applicable*)
- An efficient balance between standing/floor/barre work within a one-hour class

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ESSEINTRICS ACADEMY | PRACTICAL EVALUATION PACKAGE LEVEL 4 STRENGTHENING EXERCISES

CLASS ASSESSMENT VIDEO CHECKLIST AND REQUIREMENTS

Record your 1-hr class workout with any of the following devices: camera, camcorder, iPhone, iPad, smartphone, tablet or computer camera.

Please specify the following in your video introduction:

1. Modality: Standing, floor, barre/chair
2. Pre-Choreographed Workout (*if applicable*)
3. Target demographic and overall objectives

Example: "Hi I'm *Name* and this is a one-hour *standing/floor/barre PCW#* Essentrics routine that's going to *objective, objective, objective*. Great for a _____ group."

Before recording, check the visuals:

- Make sure we can clearly see your full body in the frame – from your head to your toes to the tips of your fingers during all angles of reaches
- Make sure we can see your participant(s) – minimum two
- Check the lighting
- Make sure the orientation of your recording is horizontal, not vertical
- We request you do not wear baggy clothes that may hide your movements

Before recording, check the audio:

- Make sure we can clearly hear everything you say
- Keep your music at a medium level so that we can hear your music and your voice

Important step: Before submitting your exam, review your video to ensure that it has been successfully recorded with working audio and visuals. *Don't forget your video introduction!*

File format:

- Please make sure your file is saved as one of the following formats: .avi, .mpg, .mpeg, .mov, .vob, .dv, .wmf, .mod, .m4v, .mp4

SUBMISSION:

- Please submit your video electronically as detailed in the Exam Submission Guideline. *This is our preferred and recommended method of submission.*
- We will accept DVDs, USB keys or flash cards sent by mail to the Head Office. *Please expect a longer processing time as we cannot offer a guaranteed timeline with this method.*

If there are any edits in your video, or you have neglected any of the above requirements, you will be asked to re-film your exam.

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LEVEL 4 ESSETRICS STRENGTHENING EXERCISES: LIVE EVALUATION ASSESSMENT

Name:

Date:

	EXCELLENT	4	VERY GOOD	3	ACCEPTABLE	2	INSUFFICIENT	1	NOTES
UNDERSTANDING THE DIFFERENT CLASS FORMATS	Clear understanding of how to apply specific techniques on each format		Good understanding of how to apply specific techniques on each format		Limited understanding of how to apply specific techniques on each format		Little understanding of how to apply specific techniques on each format		/4
	Clear understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.		Good understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.		Limited understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.		Little understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.		
KNOWLEDGE AND APPLICATION OF BOTH DIRECT AND INDIRECT ANATOMY	Clear understanding and application of anatomy.		Good understanding and application of anatomy.		Limited understanding and application of anatomy.		Little understanding and application of anatomy.		/4
	Thorough description and analysis of muscular weaknesses and imbalances.		Good description and analysis of muscular weaknesses and imbalances.		Good description and analysis of muscular weaknesses and imbalances.		Inability to describe or analyze muscular weaknesses and imbalances.		

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LEVEL 4 ESSETRICS STRENGTHENING EXERCISES: LIVE EVALUATION ASSESSMENT

<p>KNOWLEDGE AND APPLICATION OF NEUROMUSCULAR TECHNIQUES</p>	<p>Thorough understanding and application of all NM techniques.</p> <p>Consistent and appropriate use of NM techniques with effective imagery and cueing.</p>	<p>Good understanding and application of most NM techniques.</p> <p>Frequent use of NM techniques with effective imagery and cueing.</p>	<p>Fair understanding and application of some NM techniques.</p> <p>Occasional use of NM techniques with effective imagery and cueing.</p>	<p>Did not demonstrate understanding and application of NM techniques.</p> <p>No use NM techniques with minimal effective imagery and cueing.</p>	<p>/4</p>
<p>KNOWLEDGE AND APPLICATION OF POSITIONAL TECHNIQUES</p>	<p>Demonstrates a thorough understanding of positional techniques throughout each exercise.</p> <p>Appropriate cueing and imagery consistently used to teach Essentrics positions safely and effectively.</p>	<p>Demonstrates a good understanding of PT's throughout most exercises.</p> <p>Appropriate cueing and imagery mostly used to teach Essentrics positions safely and effectively.</p>	<p>Demonstrates a fair understanding of PT's throughout some exercises.</p> <p>Appropriate cueing and imagery sometimes used to teach Essentrics positions safely and effectively.</p>	<p>Did not demonstrate an understanding of PT's throughout the exercises.</p> <p>Did not use appropriate cueing and imagery to teach Essentrics positions safely and effectively.</p>	<p>/4</p>
<p>KNOWLEDGE AND APPLICATION OF JOINT MOVEMENT TECHNIQUES</p>	<p>Intuitively incorporates Joint Movement Techniques to trigger neuromuscular reflexes on a regular basis.</p> <p>Demonstrates extensive knowledge and understanding of JMT's by appropriately using them within each exercise.</p>	<p>Often incorporates JMT's to trigger neuromuscular reflexes.</p> <p>Demonstrates broad knowledge and understanding of JMT's by appropriately using them within most exercises.</p>	<p>Occasionally incorporates JMT's to trigger neuromuscular reflexes.</p> <p>Demonstrates some knowledge and understanding of JMT's by appropriately using them within some exercises.</p>	<p>Did not incorporate JMT's to trigger neuromuscular reflexes.</p> <p>Did not demonstrate knowledge and understanding of JMT's and rarely used them within exercises.</p>	<p>/4</p>

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ANALYTICAL SKILLS	<p>Excellent ability to assess reference client's weakness and apply effective techniques to execute exercise safely.</p> <p>Effectively addresses common weaknesses, and gives clear indications on how to isolate target anatomy.</p>	<p>Good ability to assess reference client's weakness and apply effective techniques to execute exercise safely.</p> <p>Usually addresses common weakness and gives clear indications on how to isolate target anatomy.</p>	<p>Fair ability to assess reference client's weakness and apply effective techniques to execute exercise safely.</p> <p>Sometimes addresses common weaknesses and gives clear indications on how to isolate target anatomy.</p>	<p>Did not assess reference client's weakness and apply effective techniques to execute exercise safely.</p> <p>Never addresses common weaknesses and gives clear indications on how to isolate target anatomy.</p>	/4
ABILITY TO CUE	<p>Excellent balance of cues (imagery & anatomical) to achieve objectives specific to reference client.</p> <p>Prioritized cues effectively with a clear and concise tone.</p> <p>Effectively explains <i>how</i> the exercise should be executed.</p>	<p>Very good balance of cues (imagery & anatomical) to achieve objectives specific to reference client.</p> <p>Usually prioritized cues effectively with a clear and concise tone.</p> <p>Explains <i>how</i> the exercise should be executed well.</p>	<p>Somewhat balanced cues (imagery & anatomical) to achieve objectives specific to reference client.</p> <p>Sometimes prioritized cues with a clear and concise tone.</p> <p>Occasionally explained <i>how</i> exercises should be executed.</p>	<p>Did not use a balance of cues (imagery & anatomical) to achieve objectives specific to reference client.</p> <p>Did not prioritize cues with a clear and concise tone.</p> <p>Did not explain <i>how</i> exercises should be executed.</p>	/4
ABILITY TO DEMONSTRATE THE EXERCISES	<p>Exercises demonstrated with ease and fluidity.</p> <p>Excellent speed and tempo, allowing for correct execution of techniques.</p>	<p>Exercises usually demonstrated with ease and fluidity.</p> <p>Very good speed and tempo, allowing for correct execution of techniques.</p>	<p>Exercises sometimes demonstrated with ease and fluidity.</p> <p>Speed and tempo sometimes allowed for correct execution of techniques.</p>	<p>Exercises were not demonstrated with ease and fluidity.</p> <p>Speed and tempo did not allow for correct execution of techniques.</p>	/4

RESULTS:

/32

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LEVEL 4 ESSEINTRICS CERTIFICATION: FINAL CLASS ASSESSMENT

Name:

Date:

					NOTES
TEACHING MANNER	Class Presence <ul style="list-style-type: none"> o Eye Contact o Confidence o Possesses a strong sense of knowledge o Certainty in cueing 	Room Logistics <ul style="list-style-type: none"> o Places participants appropriately o Sets up all sequences & modalities with ease and efficiency (standing, floor, barre/chair) 	Awareness of Room <ul style="list-style-type: none"> o Interactive with students o Attentive to students' body positioning as they move 	Personality <ul style="list-style-type: none"> o Friendly, welcoming and engaging o Personable o Ability to motivate and educate their students & provide encouraging workout experience 	/2 /2 /2 /2 /8
TEACHING SAFETY	Corrections <ul style="list-style-type: none"> o Provides corrections to students to ensure safety in all exercises o Ability to correct students while maintaining the class flow 	Positional Techniques <ul style="list-style-type: none"> o Cues, monitors, corrects & adjusts student's positioning throughout class: <ul style="list-style-type: none"> o Alignment o Turnout o Neutral C o Neutral Elongation 	Modifications <ul style="list-style-type: none"> o Adjusts speed and tempo as needed to ensure class is following along safely o Offers general modifications based on common mistakes o Provides specific modifications for students in need 	Use of Equipment <ul style="list-style-type: none"> o Offers equipment to modify & adapt to personal differences & needs o Demonstrates how to use equipment appropriately o Ease with own use of equipment (riser, strap, barre/chair) 	/4 /4 /3 /2 /13
ROUTINE	Rebalances the Body <ul style="list-style-type: none"> o Rebalances the spine through flexion, extension, side flexion and rotation o Balanced work & support from Big Four o Balanced use of short and long levers o Interplay btwn agonist & antagonist muscle groups 	Variety <ul style="list-style-type: none"> o Offers a variety of speeds and tempos to stimulate muscular, nervous and connective tissues o Includes a variety of exercise variations within each sequence 	Objectives <ul style="list-style-type: none"> o Articulates and meets specific class objectives throughout routine o Provides explanations of how/why the various objectives are being achieved o Appropriate balance of strengthening and releasing techniques to achieve objectives 	Flow of Class <ul style="list-style-type: none"> o Teaches a non-stop workout with continuous flow of movement o Smooth transitions between exercises and sequences o Efficient balance btwn all modalities taught 	/4 /4 /2 /2 /12

LEVEL 4 ESSETRICS CERTIFICATION: FINAL CLASS ASSESSMENT

DEMONSTRATION OF EXERCISES	Body Awareness <ul style="list-style-type: none"> Effectively recruits target anatomy for each exercise Demonstrates correct alignment and form with ease & control within each exercise 	Speed/ Tempo <ul style="list-style-type: none"> Demonstrates appropriate timing to complete each movement Moves with appropriate speed to achieve exercise objectives & apply techniques Does not hold positions, overload muscle groups or move too fast 	Constant Movement <p>Demonstrates JMT's throughout workout with ease and efficiency:</p> <ul style="list-style-type: none"> Pulling Up / Pulling Out Rotation within the Joint Rotation of the Joint One/Two/Multi-Directional stretches 	Progressive <ul style="list-style-type: none"> As the body adapts (applicable for all class-levels) teacher gradually increases the range of motion Demonstrates how to make exercises more challenging 				
		/4	/4	/4	/2			
CUEING	Voice <ul style="list-style-type: none"> Clear & audible Uses a strong voice to motivate students to work harder Uses a soothing voice to help students release tension 	Anatomy <ul style="list-style-type: none"> Indicates which anatomy is being targeted by using simple terms, imagery or by gesturing to body part Cues indirect anatomy; consistent full-body cueing Communicates <i>how</i> the muscles should feel 	Exercise Intensity <ul style="list-style-type: none"> Cues a variety of relaxation techniques to help students release tension Cues a variety of strengthening techniques to engage target anatomy effectively Offers variations in how to work for individual preference and need 	Imagery <ul style="list-style-type: none"> Uses clear directional imagery Uses Imagery to stimulate appropriate neuromuscular response & objectives 				
		/3	/3	/4	/2			
MUSIC	Musicality <ul style="list-style-type: none"> Ability to use music as a neuromuscular technique to help build/release muscle tension & drive home desired objectives & intensity at which to work Connection to music: Follows the flow and energy of each song 	Selection <ul style="list-style-type: none"> Playlist includes a variety of music styles, artists and genres Appropriate songs for the various Essentrics exercise sequences Ability to create an enjoyable workout experience to student demographic through music 	Timing <ul style="list-style-type: none"> Stays in sync with the beat, tempo and rhythm throughout exercise sequences Keeps proper count: Uses the tempo to accurately count repetitions 	Volume <ul style="list-style-type: none"> Appropriate volume: Loud enough that students can 'feel' the music without drowning out instructor 				
		/4	/4	/2	/1			

RESULTS:

/70