

Level 3 Practical Evaluation Package Components, Process, and Guidelines

Practical Evaluation Components

The Practical Evaluation is 80% of your total grade and includes two live sessions and several video submissions. This practical evaluation tests your proficiency in the Level 3 course material, including anatomy, Level 3 theory, and a sophisticated understanding of techniques, modifications, and demonstration and teaching of the required exercises and sequences.

Practical Evaluation Process

Initiate Exam Process

Submit your exam correction fee, completed Teaching Hours Form, and multiple-choice. Refer to the Exam Submission Package for details. **Do not film or submit any videos at this time.**

Schedule

Upon receipt of your payment, Teaching Hours Form, and multiple-choice, the Teacher Training Department will contact you to confirm your exam has been received. Your examiner will then reach out to schedule your practical evaluation, done either online or in-person as available.

Three-Step Practical Evaluation

- Session 1:** Led by your examiner, lasts approximately 90 minutes, and will cover:
 - Use of Equipment
 - Demonstration, analysis, and teaching of Exercise Modifications
 - Demonstration, analysis, and teaching of Flexibility Sequences-- **have every sequence prepared**
- Video Submissions:** Following Session 1, your examiner will email you detailed video submission instructions. The videos assigned to you are based on personalized feedback from Session 1 and general Level 3 requirements.
 - Assigned videos need to be filmed in their entirety (no stopping or editing). They do not need to be filmed in one shoot or all in one day.
 - Select recording device: camera, smartphone, tablet, computer camera, camcorder
 - Use accepted video formats: .avi, .mpg, .mpeg, .mov, .vob, .dv, .wmf, .mod, .m4v, .mp4
 - Before recording, check the visuals:
 - Make sure your full body is clearly visible in the frame – from your head to your toes to the tips of your fingers during all angles of reaches
 - Make sure you are facing the camera, not turned to the side
 - Check the lighting
 - Make sure the orientation of your recording is horizontal, not vertical
 - Do not wear baggy clothes that may hide your movements
 - Before recording, check the audio:
 - Make sure everything you say is audible and clear
 - Keep your music at a medium level so that both the music and your voice are audible.
 - Before submitting, **review your video(s)** to ensure upload has been successful, with working audio and visuals. If there are any edits in your video, or you have neglected any of the above requirements, you will be asked to re-film.

3. **Session 2:** After your video submissions have been graded, you will receive feedback on your video submission and review anything deemed necessary by your examiner.

Practical Evaluation Guidelines

You will be evaluated on your understanding of the following:

- Application of anatomy while demonstrating various flexibility exercises.
- The primary muscles and bones of the body, and the structure and function of joints and connective tissue (ligaments, tendons, and fascia). *Refer to the Level 3 Study Guide for a detailed list.*
- The muscles' origin and insertion points (pointing to where the muscle is attached and indicating which bone the muscle is attached to).
- The definitions of connective tissue types in the body (ligaments, tendons, fascia), their purpose, and the relationship between connective tissue and movement, healing, and injuries.
- The function of reflexes within each exercise (the myotatic and Golgi tendon reflexes).
- Knowledge of joints (including joint damage / deterioration and the various causes), common chronic conditions (discussed in the Level 3 Manual), and how/why Essentrics can help provide relief.
- Ability to teach Essentrics Flexibility Sequences (see list below) with fluidity.
- Level 3 Techniques and ability to apply them while teaching the required exercises (including why a specific technique is being used)

What will be asked during Session 1?

Your examiner will guide you through answering and demonstrating the topics listed below. Your examiner's feedback from this session will serve as your instructions for the next step: creating, practicing, recording, and submitting your videos.

1. Use of Equipment

- Explain how equipment is used to adapt exercises to the individual needs of students. Include why some people need equipment, while others do not.
- Demonstrate how a student would look while doing an exercise with and without the piece of equipment with an explanation and analysis of the anatomy involved. Include the purpose the equipment serves and its appropriate application within the exercise modification.
 - Example: Who needs a riser during which exercise, and what anatomy would be affected?
- Explain the role of the reflexes within the body and why instructors should be constantly aware of them. Break down each one and how Essentrics uses them to help with flexibility and therapeutics.
- Prepare to answer the following questions in relation to the list of equipment below:
 - 1) How does the piece of equipment affect the muscle's length, joint angle, and overall muscle tension?
 - 2) How is it used to effectively engage the correct anatomy and release tight muscles?
 - 3) Which techniques does the equipment help the student perform?

Equipment:

- Risers or Blocks
- Neck Support Cushion
- Thera-Band / Strap
- Barre / Chair
- Mat

2. Exercise Modifications

- Identify and demonstrate the common mistakes in the exercises listed below that would be caused by lack of flexibility. Indicate which muscles would be inhibiting the student from executing the exercise properly. A practical explanation of anatomy including muscle origins, attachments, functions, the joints they cross, and the muscle chains involved will also be required in this portion of the evaluation.
- Ability to analyze the student's body, determine appropriate exercise modifications, and demonstrate them together with effective use of equipment and techniques (joint movement, positional, and neuromuscular) will be graded.
- Clear cueing and proper use of Imagery that help students execute the exercise effectively will be required.

Exercises:

- Ceiling Reaches
- Row the Boat Sequence
- Side Lunge
- Hamstring, IT Band, and Groin Stretch (supine)
- Calf Sequence
- Groin Stretch (seated)

3. Flexibility Sequence Demonstration

- Prepare the sequences listed below.
- Demonstrate the common mistakes and appropriate modifications.
- Select appropriate music for each sequence.
- You will be graded on correct sequencing, ability to cue target anatomy, indication of objectives, use of imagery, application of techniques, and overall teaching skills.
- Your demonstrations should represent your cumulative knowledge from Levels 1-3.
 - Review your Level 1 and 2 assessment notes and resources (music workshops, Teacher's Corner videos, etc.).
 - Refer to your Level 2 Manual for detailed Trademark Sequence definitions and requirements.
 - Refer to your Level 3 Study Guide for more information about preparing your sequences.

Flexibility Sequences:

- Big 4 at the Barre/Chair
- Push the Piano/Pull the Donkey
- Calf Sequence
- Windmill Sequence
- Fluid Spine Sequence + Arm Variations (formerly "Caribbean Spine")
- Airplane Sequence
- Row the Boat Sequence
- Pretzel Sequence

Your examiner will be evaluating based on the following criteria:

<p>USE OF EQUIPMENT</p>	<p>Equipment was used appropriately to modify exercises.</p> <p>Clear understanding of how equipment modifies the mechanics of the musculoskeletal system.</p>	<p>Equipment was used appropriately to modify exercises in most cases.</p> <p>Good understanding of how equipment modifies the mechanics of the musculoskeletal system.</p>	<p>Equipment was used somewhat appropriately to modify exercises.</p> <p>Limited understanding of how equipment modifies the mechanics of the musculoskeletal system.</p>	<p>Equipment was not used appropriately to modify exercises.</p> <p>Little understanding of how equipment modifies the mechanics of the musculoskeletal system.</p>
<p>KNOWLEDGE AND APPLICATION OF ANATOMY</p>	<p>Clear understanding and application of anatomy.</p> <p>Thorough description of insertion points and function of muscles.</p>	<p>Good understanding and application of anatomy.</p> <p>Good description of insertion points and function of muscles.</p>	<p>Limited understanding and application of anatomy.</p> <p>Limited description of insertion points and function of some muscles.</p>	<p>Little understanding and application of anatomy.</p> <p>Did not describe insertion points and function of muscles.</p>
<p>EXERCISE MODIFICATIONS</p>	<p>Every exercise was modified appropriately to suit the needs of reference client.</p> <p>Excellent use of equipment and PT to effectively release tension.</p>	<p>Most exercises were modified appropriately to suit the needs of reference client.</p> <p>Good use of equipment and PT were used extensively to effectively relieve tension.</p>	<p>Some exercises were modified appropriately to suit the needs of reference client.</p> <p>Equipment and PT sometimes used to effectively relieve tension.</p>	<p>Few modifications were modified to suit the needs of reference client.</p> <p>Equipment and PT were not used effectively to effectively relieve tension.</p>
<p>KNOWLEDGE AND APPLICATION OF NEURO-MUSCULAR TECHNIQUES (NMT)</p>	<p>Thorough understanding and application of all NMT.</p> <p>Consistent and appropriate use of NMT with effective imagery and cueing.</p>	<p>Good understanding and application of most NMT.</p> <p>Frequent use of NMT with effective imagery and cueing.</p>	<p>Fair understanding and application of some NMT.</p> <p>Occasional use of NMT with effective imagery and cueing.</p>	<p>Did not demonstrate understanding and application of NMT.</p> <p>No use of NMT with minimal effective imagery and cueing.</p>

<p>KNOWLEDGE AND APPLICATION OF POSITIONAL TECHNIQUES (PT)</p>	<p>Demonstrates a thorough understanding of PT 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 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 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 JMT throughout the exercises.</p> <p>Did not use appropriate cueing and imagery to teach Essentrics positions safely and effectively.</p>
<p>KNOWLEDGE AND APPLICATION OF JOINT MOVEMENT TECHNIQUES (JMT)</p>	<p>Intuitively incorporates JMT to trigger neuromuscular reflexes on a regular basis.</p> <p>Demonstrates extensive knowledge and understanding of JMT by appropriately using them within each exercise.</p>	<p>Often incorporates JMT to trigger neuromuscular reflexes.</p> <p>Demonstrates broad knowledge and understanding of JMT by appropriately using them within most exercises.</p>	<p>Occasionally incorporates JMT to trigger neuromuscular reflexes.</p> <p>Demonstrates some knowledge and understanding of JMT by appropriately using them within some exercises.</p>	<p>Did not incorporate JMT to trigger neuromuscular reflexes.</p> <p>Did not demonstrate knowledge and understanding of JMT and rarely used them within exercises.</p>
<p>ANALYTICAL SKILLS</p>	<p>Excellent ability to identify problem area(s) on reference client and find effective solution(s).</p> <p>Consistently resourceful in finding ways to help reference client relieve tension.</p>	<p>Good ability to identify problem area(s) on reference client and find effective solution(s).</p> <p>Usually resourceful in finding ways to help reference client relieve tension.</p>	<p>Fair ability to identify problem area(s) on reference client and find appropriate solution(s).</p> <p>Somewhat resourceful in finding ways to help reference client relieve tension.</p>	<p>Did not effectively identify problem area(s) on reference client or offer any solution(s).</p> <p>Not very resourceful in finding ways to help reference client relieve tension.</p>

<p>MUSICALITY</p>	<p>Excellent choice of music, very effective for moving through each exercise.</p> <p>Demonstrates strong ability in identifying with the change in music intensity to release tension.</p>	<p>Good choice of music, effective for moving through each exercise.</p> <p>Demonstrates good ability in identifying with intensity of music to effectively release tension.</p>	<p>Fair choice of music, somewhat effective for moving through each exercise.</p> <p>Demonstrates average ability in identifying with intensity of music to release tension.</p>	<p>Did not choose music that was effective for moving through each exercise.</p> <p>Did not identify with intensity in the music to effectively release tension.</p>
<p>ABILITY TO CUE</p>	<p>Excellent balance of cues (imagery & anatomical) to achieve objectives specific to reference client. Prioritized cues effectively with a clear and concise tone. 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 explains <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>
<p>ABILITY TO DEMONSTRATE THE EXERCISES</p>	<p>Exercises demonstrated with ease and fluidity. 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>

<p>SEQUENCING OF EXERCISES</p>	<p>Demonstrated variations of exercises (when appropriate).</p> <p>Created an impressive balanced sequence that efficiently progressed in intensity.</p>	<p>Demonstrated most variations of exercises (when appropriate).</p> <p>Created a well-balanced sequence that progressed in intensity.</p>	<p>Demonstrated some variations of exercises (when appropriate).</p> <p>Created an adequately balanced sequence that somewhat progressed in intensity.</p>	<p>Demonstrated few variations of exercises (when appropriate).</p> <p>Did not create a balanced sequence that progressed in intensity.</p>
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