

3rd Teacher Training Summit

June 7 – 9, 2013
Miami Beach Resort & Spa, Miami Beach, FL

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Overview

On June 7 - 9, 2013, the PMA held the third 'Teacher Training Summit' in Miami Beach, Florida. Approximately 100 teacher trainers and administrators from a wide range of Pilates schools and lineages spanning ten countries met with representatives of the PMA to discuss the development of minimum standards for comprehensive Pilates education programs.

This Summit's investigation was a continuation of one begun in 2011. In preparation for the 2013 Summit, data was obtained from over 30 schools using survey questions that had been refined and improved from 2011, with the intention of determining commonalities in program content and behavior. These commonalities were identified, and the results were presented to the 2013 delegation with the objective of identifying what could be agreed upon as *minimum required content hours and standards for comprehensive programs*.

The final objective was to discuss, debate and finally reach consensus on recommended educational standards for Pilates schools offering comprehensive teacher training.

The morning of June 8 consisted of opening remarks from Trent McEntire, Elizabeth Anderson, and an in depth lecture by Ray Infante on educational models for vocational training.

The following PMA representatives led the event:

Trent McEntire, Board President
Carrie Cohn, Board Secretary
Elizabeth Anderson, Executive Director
Ray Infante, Certification Specialist

4 Step Process

The 2013 Summit represented Steps 3 & 4, of the 4-Step Process identified by Trent McEntire in 2011.

The 4 Step Process:

Step 1: Collect data about comprehensive Pilates teacher training programs by means of a survey in early 2011 (Completed in 2011).

Step 2: Hold the 2nd Teacher Training Summit in May 2011, in order to present the data and reveal structural similarities and differences among Pilates teacher training programs. Ask delegates to work on refining the survey questions from Step 1, in preparation for a second survey to more schools. Some questions in the first survey were found to be imprecise and therefore the answers were too subjective (Completed in 2011).

Step 3: Send a second survey with more detailed questions as crafted by delegates at the 2nd Summit, and ask more schools to respond to the survey. Hold a 3rd Summit, and work with delegates to establish the minimum essential components of a comprehensive Pilates teacher training program, based on the more refined data from a greater number of schools (Completed in 2013).

Step 4: Establish the PMA's *recommendation* for the minimum essential components of a comprehensive Pilates teacher training program (Completed in 2013).

The source of our data

PMA received 40 responses to the survey, of which 32 were usable. These represented classical, contemporary, and post-rehabilitation programs with teaching sites throughout the world, with the following characteristics:

- * Large international, as well as small, local schools
- * Many Program Directors had over 20 years experience
- * Programs varied in length:
 - 400 – 504 hours (18 schools)
 - 572 – 700 hours (9 schools)
 - 800 – 950 hours (5 schools)

Presentation by Mr. Pat Sweeney, School Administration Consultant & Marissa Lins of Madison Pilates

On Sunday June 9, Mr. Pat Sweeney, School Administration Consultant from the Wisconsin Educational Approval Board, and Marissa Lins, Owner of Madison Pilates, addressed the delegation with specifics regarding the vocational school licensing process. The presentation offered the attendees a deeper understanding of the value of licensure, as well as all the details involved in the process.

This session was recorded and will become available on the PMA's Continuing Education web pages.

Appointment of Summit Development Committee

As Summit meetings address issues specific to Pilates schools, increased participation on the part of school directors and administrators regarding the direction of the field becomes a logical progression. As active participants, schools could continue the work to establish detailed definitions of the terminology used in the template, to address issues related to program content, to identify program similarities and differences and use these for growth, and to disseminate information related to licensure, accreditation and any other aspect of the “business” of teaching. The role of the PMA, in light of this development would shift more towards facilitation rather than initiation. To spearhead this development, a Summit Development Committee was established. The individuals named below will work to determine the direction of future Summit meetings and how best to seek out others in the Pilates education field that may be interested in this work.

Summit Development Committee Members:

Jo Ann Graser, Tensile Strength Pilates
Amanda Jessee, Personal Best Pilates
Marissa Lins, Madison Pilates
Carrie Macy, Equinox Pilates Program

Conclusion

After much discussion and debate, the minimum standards were ratified. The PMA's “*Recommended Minimum Standards for Comprehensive Pilates Teacher Training*” are posted on the Teacher Training Summit web page of the PMA website.

The weekend was comprised of roughly ¼ lecture and ¾ group discussion and debate. The work of this Summit was demanding and required focus and stamina. Many reported on the value of face-to-face contact with their colleagues as well as PMA board members and staff.

Specifically:

- The group established a minimum content template along with supporting behavioral standards for comprehensive Pilates schools.
- Many schools expressed interest in, or the intention to, become licensed by their state.
- It was clarified that any organization that receives money from students in exchange for what the organization positions as vocational training (for a career from which the student will earn their living), is functioning as a “school”, and as such, is required to comply with the laws of their state or country with regard to operating legally in a given jurisdiction.
- A Summit Development Committee composed of school representatives was established to develop Summit objectives for the future.

End.