



BORN TO FLY PRACTICUM DOCUMENTATION

Submit to the Director of Training (borntoflyaerial@gmail.com)
 once you have completed ALL hours. Do not send in pieces.
 Please send after your final RTAP has been submitted

Name (First, Last): _____

Certificate Applying for(Apparatus & Level): _____

City/State/Country: _____ E-mail: _____

Briefly describe how you have grown as a teacher through the certification process.

DO YOUR HOURS ADD UP?

How many hours was your live training? _____

How many hours is required in your practicum? (Hint: Take 50 hours and subtract the number of hours of your live training) _____

The practicum hours are flexible so that you can create the best plan that fits your goals for personal growth as a teacher. Please see the following pages for a detailed description of each category.

How do your Certificate Hours Add-Up?

Live Training _____

Observation Hours (2 max) _____

Being a Student Hours (2 max) _____

Lesson Planning (2 max) _____

Mentorship Hours (optional) _____

Assistant Teaching Hours (optional) _____

Teaching Hours (min. 8 required) _____

Online Modules (1 hrs. for Level 1) _____

RTAP Submission (2 minimum) _____

(2 videos + one hour credit for optional online chat)

Other - Please describe _____

Total: 50 Hours

For admin us only

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Verified Completed

Attached documentation of all hours as outlined in the next two pages. Make sure to include all relevant information. Incomplete packets will be returned for further details

Observation Hours (2 max)

As you are observing the class, note WHY the teacher is making the decisions that they are. Observe things such as...

- What skills are being taught? How was the class warmed up for these skills?
- What skills were reviewed? Why were these skills selected?
- What cues really helped students to learn the move?
- How did the teacher manage the class? What was the flow of the class like?
- How did the students seem to be enjoying class? What were they gaining from taking the class?

For each observation hour, record the following data:

- (1) Date of observation
- (2) Class observed (note apparatus and level)
- (3) Teacher Observed
- (4) Brief Outline of Observations

Being a Student Hours (2 max)

“Being a Student” Hour is similar to an observation hour, however you get to be an active participant in the class. Just like an observation hour, note WHY the teacher is making the decisions that they are. Observe things such as...

- What skills are being taught? How was the class warmed up for these skills?
- What skills were reviewed? Why were these skills selected?
- What cues really helped students to learn the move?
- How did the teacher manage the class? What was the flow of the class like?
- How did the students seem to be enjoying class? What were they gaining from taking the class?

For each class hour, record the following data:

- (1) Date of class
- (2) Class taken (note apparatus and level)
- (3) Teacher & Studio where class was taken
- (4) Detailed Outline of Class Elements and “Ah-ha moments” Learned

Lesson Planning (3 max)

Lesson Planning is an important part of teaching. Most of your first few years will be spent in copious amounts of over-planning. As you get more experienced, your lesson plans will shorten and you will refine the process. Eventually, you'll be able to launch off into class with only a very brief idea of what you will teach and the rest will flow.

For these hours to count for your certification hours, please record the following information and submit with your final practicum packet. ****Note**** A detailed lesson plan is required for your RTAP so you can use your lesson plan for your RTAP to count for your certificate hours as long as you detailed your plan ahead of your teaching time.

Include Detailed Plan of Class including:

- (1) An overview of the goal of the class and target student population
(Ex: Week 3 of an 8-Week Intro-to-Fabric Class, learning basic footlocks and climbs)
- (2) Warm-Up Plan with actions and purpose behind those actions (Ex: jumping jacks - cardio)
- (3) Apparatus Warm-Up & Review -- which skills will you review and why? What concepts are you focused on?
- (4) Gut of the Class -- what key concepts or skills are you teaching in this class? what *****key cues***** will you use?
- (5) Cool-Down plan -- what parts of the body were focused on in class and could use extra attention in cool-down?
- (6) How did the actual class compare to your lesson plan? What changed in real life?
(include what date your class was taught)

Mentorship Hours (optional)

This is a great way to learn from someone who has more experience teaching. If you are struggling in a particular area (how do I manage those crazy kid classes? etc), or perhaps are struggling with a specific skill-set (how do I get students to cleanly invert for the first time), a more experienced teacher can help immensely.

These are hours that you can schedule with a Master Teacher. These must be Born to Fly Teachers or an approved mentor. If you have someone mentoring you, send us a request for approval to have those hours count for your certificate hours. You can schedule hours online from our website www.BornToFlyTeachers.com.

For each mentor hour completed, record the following:

- (1) Name of Mentor
- (2) Date of Meeting
- (3) Topic of Meeting, Key Take-Aways

Teaching Hours (min. 8 required)

Teaching hours are the most important hours in your practicum. There is no teacher quite like experience! As part of the practicum process, we require that you film two of your teaching hours and submit them via our RTAP program (RTAP = Remote Teacher Assessment Program). You will meet with a mentor who will observe your classes and see how things are going. This is a great opportunity to check in and see how things are going, as well as get some ideas for areas of growth or to challenge yourself to prevent teaching ruts or burnout (esp for those of you with more teaching experience).

For each teaching hour completed, record the following:

- (1) Date of Teaching
- (2) Apparatus and Level Taught
- (3) Brief outline of skills taught that day, reflections on how class went

Assistant Teaching Hours (optional)

If you are new to teaching, it can be helpful to assist an experienced teacher with their classes before teaching classes on your own. Help lead warm-ups, cool-downs, demo the skills of the day, help spot students through moves, and more!

For each assistant-teaching hour completed, record the following:

- (1) Date of Assistant-Teaching
- (2) Apparatus and Level Taught
- (3) Brief outline of how you assisted in class

Online Modules (1 hrs. for Level 1)

For Level 1, we currently have two online modules: safety and rigging. Each are worth 30 min credit. If you have other courses you have taken that would replace these modules, feel free to make substitutions. Just let us know when you submit your practicum packet.

List the online modules you have watched/completed.