

Level 4 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 a video submission. This practical evaluation tests your proficiency in the Level 4 course material, including a sophisticated understanding of techniques, modifications, and set-up 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 a 1-hour class 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

1. Session 1: Led by your examiner, lasts approximately 60 minutes, and will cover:

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

At the end of Session 1, your examiner will provide specific feedback for you to incorporate into your 1-hour Class Video Submission.

2. Video Submission: Following Session 1, you will record and submit a 1-hour Essentrics class demonstrating application of your personalized feedback and 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.

- Can be an existing Pre-Choreographed Workout, a blend of PCWs, or a class of your own design
- Any combination of standing, floor, and barre/chair work as long as it remains a dynamic, full body, rebalancing workout.

- Review the Class Evaluation for what you will be graded on. These elements are also great reminders for your everyday class.
 - Specify the following in your introduction:
 - Modality: Standing, floor, barre/chair
 - Pre-Choreographed Workout (*if applicable*)
 - 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 [target demographic] group.”
 - Record the entire 1-hour routine in one go. Do not pause, stop, or edit between sequences or when moving between standing/floor/barre.
 - Click [here](#) for Dropbox instructions and recording reminders
3. **Session 2:** After your video submission has 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 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 exercises based on the common mistakes associated with each
- Offer effective cues to strengthen the target anatomy within the exercises 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 exercise
- Demonstrate how to improve muscle endurance and muscle power (slow twitch, fast twitch).

What will be asked during Session 1?

Be ready to answer and demonstrate all 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 1-hour class video.

1. Use of Modalities

- 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. Exercise Analysis

- Identify and demonstrate the common mistakes associated with each exercise listed below
- Demonstrate how you would set up and teach the exercise in class
- 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 exercise:
 - Based on the suggested common mistakes associated with the exercise, which muscle(s) may be preventing the student from executing the exercise properly?
 - Which muscles need to relax in order to strengthen the target anatomy?
 - Provide a practical explanation of muscle origins, attachments, functions, the joints they cross, and the muscle chains involved.
 - *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?*

Exercises:

- Arm Pumps
- Side Leg Lifts
- Pliés
- Kicks (with or without barre/chair)
- Heel Raisers (with barre/chair)
- Top 3 Clock
- Squash Lunges

Your examiner will be evaluating based on the following criteria:

Part 1: Live Evaluation

UNDERSTANDING THE DIFFERENT CLASS FORMATS <ul style="list-style-type: none"> ▪ STANDING ▪ FLOOR ▪ BARRE 	<p>Clear understanding of how to apply specific techniques on each format</p>	<p>Good understanding of how to apply specific techniques on each format</p>	<p>Limited understanding of how to apply specific techniques on each format</p>	<p>Little understanding of how to apply specific techniques on each format</p>
	<p>Clear understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.</p>	<p>Good understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.</p>	<p>Limited understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.</p>	<p>Little understanding of the objectives for each format and how they modify the mechanics of the musculoskeletal system.</p>

<p>KNOWLEDGE AND APPLICATION OF BOTH DIRECT AND INDIRECT ANATOMY</p>	<p>Clear understanding and application of anatomy.</p> <p>Thorough description and analysis of muscular weaknesses and imbalances.</p>	<p>Good understanding and application of anatomy.</p> <p>Good description and analysis of muscular weaknesses and imbalances.</p>	<p>Limited understanding and application of anatomy.</p> <p>Good description and analysis of muscular weaknesses and imbalances.</p>	<p>Little understanding and application of anatomy.</p> <p>Inability to describe or analyze muscular weaknesses and imbalances.</p>
<p>KNOWLEDGE AND APPLICATION OF NEUROMUSCULAR TECHNIQUES (NMT), AND CONTRACTION TYPES</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 PT 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>

ANALYTICAL SKILLS	Excellent ability to assess reference client's weakness and apply effective techniques to execute exercise safely.	Good ability to assess reference client's weakness and apply effective techniques to execute exercise safely.	Fair ability to assess reference client's weakness and apply effective techniques to execute exercise safely.	Did not assess reference client's weakness and apply effective techniques to execute exercise safely.
	Effectively addresses common weaknesses and gives clear indications on how to isolate target anatomy.	Usually addresses common weakness and gives clear indications on how to isolate target anatomy.	Sometimes addresses common weaknesses and gives clear indications on how to isolate target anatomy.	Never addresses common weaknesses and gives clear indications on how to isolate target anatomy.

Part 2: 1-Hour Class Evaluation

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

	/4	/4	/2	/2
DEMONSTRATION OF EXERCISES	<p>Body Awareness</p> <ul style="list-style-type: none"> Effectively recruits target anatomy for each exercise Demonstrates correct alignment and form with ease & control within each exercise 	<p>Speed/Tempo</p> <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 	<p>Dynamic Joint Movement</p> <p>Demonstrates JMT 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 	<p>Progressive</p> <ul style="list-style-type: none"> As the body adapts, instructor gradually increases the range of motion Demonstrates how to make exercises more challenging
	/4	/4	/4	/2
CUEING	<p>Voice</p> <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 Verbal cues & amount of dialogue are balanced, enjoyable & suitable for clientele 	<p>Anatomy</p> <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 	<p>Exercise Intensity</p> <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 	<p>Imagery</p> <ul style="list-style-type: none"> Uses clear directional imagery Uses imagery to stimulate appropriate neuromuscular responses & objectives
	/3	/3	/4	/2
MUSIC	<p>Musicality</p> <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 	<p>Selection</p> <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 	<p>Timing</p> <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 	<p>Volume</p> <ul style="list-style-type: none"> Appropriate volume: Loud enough that students can 'feel' the music without drowning out instructor
	/4	/4	/2	/1