



STUDENT TEACHER OBJECTIVE SHEET

General Objectives: Things to look for in any observation.

1. Pacing and rhythm: What is the flow of the class or session?
2. Positioning: How does the teacher use the position of him or herself in the room to observe the client or class?
3. Inspiration and motivation: How does the teacher bring insight into the concepts and principles? Is it effective and presented in a way that is appropriate to the client or class?
4. Intervention: How does the teacher effectively make a manual or verbal correction? Does the teacher get the desired response? How does the teacher respond if they do not get the intended result?
5. Reinforcement: Does the teacher give positive reinforcement? How does the teacher make the students feel successful?
6. Demeanor and mood: How does the teacher's personality come through? What is the mood of the teacher and/or student(s)? How does this affect the class?
7. Professionalism: Is the teacher dressed appropriately for class and display a level of professionalism?
8. Balance: How does the teacher blend challenge, guidance, teaching moments, humor or empathy to create a supportive and well balanced class or session?

Technical Objectives:

Tip: Always use Sequencing as your Primary Objective and any other as your Secondary. This way you can watch and note how sequencing changes as the levels change and this gives you a good store of classes and sessions that you could potentially use.

Example:

Level 1

Primary Objective – Sequencing

Secondary Objective – Demonstrating

1. Sequencing
2. Verbal Cues
3. Manual Cues/Spotting
4. Pre-Pilates or Fundamental Exercises: How are they used and when?
5. Breathing Cues: When do you teach them, emphasize them, or leave them out?
6. Use of Voice
7. Teacher Positioning
8. Demonstrating: How much does the teacher demonstrate? Too much, not enough?
9. Pacing. What is the rhythm, tempo of each exercise, overall class/session? Is there flow through an exercise or is it always broken down and done only as individual pieces?

(This is a good place to notice what the value is of flow in an exercise and what you gain or lose with always breaking the exercise down into pieces.)

10. Corrections/Interventions: When does the teacher correct and in what instances does the teacher *not correct* the class or student? Is it positive or negative? Too much or too little? Is everyone getting a little attention or anyone being left out?
11. Transitions: Are the transitions from one exercise to another smooth, distracting, discussed, integrated? Do the students stay involved/engaged?
12. Variations and Modifications: Are they appropriate and/or effective? What is the purpose of the modification and how does it move the client/student forward toward the goal of the original exercise? Can you see how the modification/variation fits in?
13. Progression and Levels of Difficulty: What exercises are added when and why? Does the teacher keep everyone challenged? Notice when it is too easy or too difficult.
14. Time Management: How is the class or session divided?
15. Use of Space: Does the teacher move around the room to teach and observe from different places?
16. Use of Knowledge: Does teacher have anatomy, kinesiology, fitness or other knowledge? Is it used appropriately to enhance the work or offer greater insight? Or is it too much?
17. Footwork: Does the teacher observe footwork in all students examining the entire foot, knee, leg, hip relationship?

Other Complimentary Objectives:

9. Teacher Intake: Observe a teacher giving an introductory session with intake and postural analysis.
10. Teacher/Potential Student Interaction: How does a teacher explain/describe what Pilates is and how it works? What is their 30 second commercial/pitch? Do they listen, answer questions, or scheduled an appointment? Do they have the potential student's best interest in mind?

Communication and Motivational Skills Objectives:

1. Teacher Involvement: What level of service and care does the teacher project? Does the teacher attend to each student? Do body language and voice project the same thing? Does teacher call students by name?
2. Teacher Involvement #2: How does the teacher bring personality, warmth, liveliness to their teaching? What kind of atmosphere does the teacher create?
3. Motivational/Coaching Skills: Use of praise. How does the teacher praise exercises done well or offer support and encouragement if a student is struggling?
4. Motivational/Coaching Skills #2: How does the teacher inspire and challenge? How does the teacher use imagery and a variety of tools to motivate students? Is the motivation physical, psychological, emotional?
5. Motivational/Coaching Skills #3: Does the teacher set standards or expectations that are manageable yet high enough to get the student to work with enthusiasm? Does the teacher reexamine the client's progress, acknowledge achievements and set new goals on a regular basis?
6. Motivational/Coaching Skills #4: How does the teacher hold client accountable for adherence to a program?

Business, Marketing, Self-Promotion, Planning and Documentation Skills:

1. Organization: In class, before class, with class materials etc.
2. Self-Promotion/Sales: How does the teacher communicate the value of his or her teaching with an end result of selling continued sessions? How does the teacher translate client needs into sales?
3. Productivity: Does he or she have a full schedule? Do they put in time to support their existing schedule and what do they do to bring back students or encourage them to move forward with their practice?
4. Larger Perspective: Does the teacher affirm the philosophy of the studio and its mission statement?

Professionalism:

1. Professionalism: How does the teacher project a professional demeanor and working relationship with students/clients and other teachers? Does he or she reflect the spirit in body and mind of what Pilates represents? Does the teacher appear to be a role model for students?
2. Ethics: Does the teacher project a strong work ethic?
3. Attitude: Does the teacher maintain a positive attitude?
4. Proactive Attitude: Does the teacher effectively turn potential problems into opportunities or create solutions for clients?
5. Client Management: How does the teacher stay connected with their client base? What are the teachers coaching/mentoring skills?