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ASSISTANT, APPRENTICE & TRAINEE TRAINING MANUAL



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OUR PHILOSOPHY



CONFIDENCE. TECHNIQUE. COMMUNITY. JOY. INSPIRATION.

We believe that every class can and should represent these values as a reflection of our philosophy.

It takes careful thought and skill to achieve this, and we are committed to doing it. It is one of the things that sets us apart from other studios.

We have grown into a strong and beautiful community and culture because of this philosophy and the commitment we have made to integrate it into all that we do.

OUR CLASSES



Every class at
Move Out Loud should be:

DYNAMIC

WELL-DESIGNED

PROPERLY EXECUTED

MOTIVATING

Our **rec dancers** should
leave each class feeling:

1. That they learned something new.
2. That they improved in some way.
3. Happier and more confident than they did before they came in.
4. Motivated to continue dancing and working hard.

Our **team dancers** should
leave each class feeling:

1. Inspired
2. Challenged
3. Supported
4. Connected to their team.



OUR STAFF

THE BEST OF THE BEST

We are extremely selective about our faculty and staff.

We only hire people we believe have the skills and personality to match our studio's philosophy.

Our teachers and assistants are:

SKILLED . ASSERTIVE . ENERGETIC . POSITIVE . PATIENT. ENGAGING. CREATIVE
...AND LOVE TEACHING.

They also have a genuine interest in helping our students grow into the brightest version of themselves!

Find a way to check in with yourself - think about your successes, and what you need to work on. Reach out to your leads or other instructors if you need guidance, and we will provide ongoing feedback 😊

OUR EXPECTATIONS

YES, THEY ARE HIGH ;)

Arrive on time and prepared. Starting together sets the right tone for class.

Find a sub early. Please arrange subs at least one week in advance and let Kendall and your lead know. Try to choose someone who assists in the same style as you.

Keep track of your hours. Use the system Sylvia has outlined.

Follow dress code. This includes proper shoes for your class.

Stay present. Phones silenced and personal items tucked away.

Be engaged. Stay standing and involved—unless we've agreed otherwise.

Bring positive energy. Use your voice, expressions, and encouragement to support dancers.

Live the MOL values. Be positive, respectful, and supportive at all times.

Be a role model. In class, online, and in the community, show professionalism and kindness.

Respect all dancers. Encourage and uplift every student.

OUR TEACHER TRAINING PROGRAM

We are very proud of the training program we have developed. Many of our assistants have gone on to become excellent teachers and choreographers.

THE ROLE OF TRAINEES, APPRENTICES AND ASSISTANTS IS:

to learn by watching, listening, and imitation

to support instructors through demonstration and classroom management

to support students through modeling, positive feedback, and 1:1 help

to provide young students with positive and inspirational role models

LEVEL 1: TRAINEE

Trainees will be given minimal responsibility - we want them to build a solid understanding of how we do things before moving forward. Students typically spend 2 years as a Trainee.

LEVEL 2: APPRENTICE

Apprentices are expected to take a bit more assertive role in class, and may be given additional tasks as we feel they are ready for more responsibility. Students usually spend 2 -3 years as a Trainee.

LEVEL 3: ASSISTANT

Assistants may be asked to guide trainees. Assistants might be asked to lead occasional portions of class, create some class combinations or choreography, and to work closely alongside lead instructor.



ASSISTANTS

ROLES & RESPONSIBILITIES

EACH CLASS:

ACTION:

Keep students in correct places and count music when needed.

ACTION:

Learn and demonstrate warm up. Demonstrate across the floor.

ACTION:

Take initiative to help kids 1:1 who you see are struggling.

TRAINEE

APPRENTICE

ASSISTANT

AT LEAST ONCE PER CLASS:

ACTION:

Give each student personal attention, using eye contact and their name.

ACTION:

Give each student an honest and thoughtful compliment.

ACTION:

Give each student at least one correction in a kind and supportive way.

TRAINEE

APPRENTICE

ASSISTANT

Some aspects of being a great dance teacher are natural gifts, but many are things that must be learned, practiced, and refined. The best teachers know that there is always room to grow and more to learn.

Use this opportunity to learn from the best there is!

PRO TIPS

FOR GREAT CLASSES

Use your **facial expressions** to show how much you love what you do!

Show, don't tell! Keep the class moving. Don't do too much talking.

Don't take yourself too seriously. ;) Kids are always more engaged with someone **joyful** than someone serious or boring.

Use your voice. Silly voices work wonders! Vary a loud, confident voice with a quiet mysterious whisper. **Use punctuation and dynamics with your tone.**

Physical guidance often works better than verbal with young students. Just make sure they are ok with it :)

If you give a student a **correction** and they don't apply it, find a new way to explain it. If you try three times and they still don't apply it, find something positive to say and move on. :) Try again next class!

Face the students, not the mirror.

This is extra important with younger kids and rec classes. We will discuss the times when it's ok to face the mirror.

Avoid asking questions like "Do you want to do it again?". Instead, say "Let's do it again!". If you do ask a question, make it 2 choices.

If a child is upset or having a behavior issue, **gently find a way to help** them. If it's an ongoing issue, let Sylvia know.

Follow the curriculum and instructions. DO NOT veer off or try something new unless you talk to Stephanie first. This is crucial for continuity of our program.

AN ENGAGED, PRODUCTIVE CLASS IS THE TEACHERS' RESPONSIBILITY!

BAD CLASSES ARE NOT BECAUSE OF BAD STUDENTS, BUT BECAUSE OF DEFICIENCIES IN CLASS STRUCTURE OR INSTRUCTION.

HERE ARE SOME TIPS FOR SUCCESSFUL CLASSES.

THE DOS

IN CLASS:

Learn the names of all of your students, and use their names often.

Do your best to notice what is working and not working in your classes.

Watch your leads and learn from them!

Do what your lead asks you to do, and continue adding to those tasks as you move forward through the year.

Apply feedback from your leads right away - try to always improve!

OUT OF CLASS:

Ask for ongoing feedback about your teaching.

Set a great example for your studio.

PROFESSIONALISM:

Allow band notifications so you see our messages right away.

Respond to our messages promptly.

Put staff contact info in your phones. It makes it easier to find subs!

Find your own subs when you need to miss.

CRUCIAL DOS:

Try to learn to “read the mind” of your lead instructors. Anticipate what they need and what they’ll want you to do. Building that intuition, collaboration and action will lead you to be a great teacher!

Find ways to help out, even when you aren’t specifically asked to do something! Making yourself useful is one sure way to be offered more responsibility!

THE DON'TS

IN CLASS:

Don't whisper to other assistants during class.

Don't interrupt lead instructors or contradict what they say or demonstrate.

Don't use closed body language.

Don't sit on the floor or hang on the side during class.

Don't let personal relationships become evident during class.

Don't treat students as babies. No picking up, sitting in laps, holding hands.

Don't play favorites.

OUT OF CLASS:

Never post inappropriate images or negative words on social media.

Don't talk about what happens in class with others who aren't involved.

Don't get involved in gossip. Always defer to Stephanie.

Don't teach at other dance studios without approval from Stephanie.

PROFESSIONALISM:

Don't be late.

Don't slack on dress code/shoes/hair.

Don't miss your classes. If you miss more than 4, you'll be taken off the schedule for it, even if you find a sub.

Don't wait until the last minute to find a sub or tell us you won't be coming.

CRUCIAL DON'TS:

Never speak negatively about others or yourself, in or outside of the studio.

If you are even thinking something negative, this is not the job for you.

Don't break the rules of the team contract.

Never treat instructors with disrespect.

Never treat other dancers with disrespect.

DRESS CODE

SETTING THE TONE

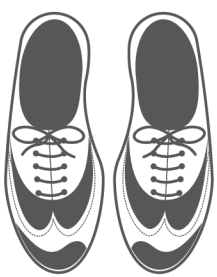


Dance is a visual art, and as such, we expect our staff to look polished and professional.

We also want to present ourselves as role models, so please keep your attire conservative. No booties or busts.



Clean hip hop shoes. **Hair back.** Clothes that are appropriate for hip hop and show some personal style. Baggy pants or longer shorts. No shortie shorts with long shirts over the top.



Tap shoes (no sneakers), clothes not too baggy and must have feet/ankles in view. Hair back.



Jazz shoes or bare feet - never socks as shoes unless it is approved by lead. Form fitting clothes so students can see your body and alignment. No sweatpants or sweatshirts.



Any color leotard, pink ballet shoes, hair all back. You may wear a skirt or shorts over your leo if you'd like. No socks as shoes. No pants.

LAST SEASON: WE NAILED IT!

PUNCTUALITY & COMMITMENT

Expectation: Arrives prior to class start time and stays for the agreed-upon time.

- 27/30 of leads said “Always.” Great job here—keep it up!

DRESS CODE

Expectation: Follows appropriate dress code for class.

- 28/30 of leads said “Always.” Excellent consistency!
- Note: Let’s clarify dress code for ballet assisting - pants are ok, but they have to be tight! Shirts too, and ballet shoes please :)

POSITIVE REINFORCEMENT

Expectation: Provides encouragement and motivation consistently.

- 22/30 of leads said “Always.” Great start!
- Focus: This should be your #1 priority during class. ❤️

LAST SEASON: GETTING THERE

DEMONSTRATIONS

Expectation: Provides clear, accurate, and full-out demonstrations.

- 24/30 of leads said “Always.” Nice work!
- Reminder: Always dance at 100%—marking doesn’t model proper technique, and it hurts your own muscle memory.

THIS SEASON: LET'S WORK ON

ENERGY & ENTHUSIASM

Expectation: Displays positive energy and enthusiasm while teaching and demonstrating.

- 20/30 of leads said “Always.” Room to grow!
- Tip: Be mindful of body language and facial expressions—they communicate as much as words.

VOICE & CONFIDENCE

Expectation: Uses proper volume, tone, and confidence when speaking.

- 21/30 of leads said “Always.”
- Tip: When a teacher asks for your input, respond confidently and loud enough for all to hear—you’re practicing leadership and modeling for dancers.

SUPPORTING STUDENTS

Expectation: Takes initiative to help students who need extra support.

- 18/30 of leads said “Always.” This is an important growth area.
- Reflect: How do you know when a student needs help? What are effective ways to step in?

INDEPENDENT INITIATIVE

Expectation: Proactively supports the lead teacher and students.

- 13/30 of leads said “Always.” This is the hardest area—but also the one with the biggest impact!
- Examples of ways to take initiative:
 - Review choreography with dancers before class begins.
 - Ask students to circle up or stretch when entering.
 - Put dots out before center.
 - Help line dancers up or count across the floor.
 - Keep students in correct spots during combinations.

ADMINISTRATIVE REMINDERS FOR ASSISTANTS:

Time Tracking: Complete it weekly—don't let it pile up.

Absences: Maximum of 4 absences per year.

Subs:

- Arrange subs at least 2 weeks in advance whenever possible.
- Last-minute subs for illness are understandable.
- If you secure a sub, text Kendall W and your lead to confirm.

Communication:

- Check and respond to emails weekly.
- Everyone should be using their own email account. 😊

Phones & Personal Items: Keep them outside in the hallway—we're working to keep the studios clear and clutter-free this year. ❤️

ADMIN AND LEADS:

ANNA EWING

TEAM MANAGER

STEPHANIE SUTTON

DIRECTOR

SYLVIA SUTTON

STUDIO MANAGER

KENDALL WENZEL

ASSISTANT DIRECTOR

THERESA CASSEL

LEAD TEACHER - SWING

EMILY DICKMEYER

LEAD TEACHER - TAP/MUSICAL THEATER

LEXIA FRANK

LEAD TEACHER - MT/ JAZZ/BALLET

KRISTEN HAMMER

LEAD TEACHER - BALLET

HALIA HAUER

LEAD TEACHER - CONTEMPORARY/BALLET

AUBREY HINSEY

LEAD TEACHER - HIP HOP

NEVA HINSEY

LEAD TEACHER - HIP HOP/JAZZ

AJ JUAREZ

LEAD TEACHER - HIP HOP

ALLIE KLEINMAIER

LEAD TEACHER - JAZZ /CONTEMPORARY

HENRY MALONEY

LEAD TEACHER - HIP HOP

KENDALL MEUWISSEN

LEAD TEACHER - ACRO/JAZZ/MUSICAL THEATER

KRISTIN MOSLEY

LEAD TEACHER - HIP HOP

NICOLE NELSON

LEAD TEACHER - HIP HOP

JULIA VONDRAK

LEAD TEACHER - HIP HOP

ASSISTANTS, APPRENTICES & TRAINEES:

MILLIE MARCU

ASSISTANT

COCO MURAMOTO

ASSISTANT

BROOKLYN CORRIGAN

ASSISTANT

BRIANNA DONOVAN

ASSISTANT

PAITYN WANG

ASSISTANT

KELSEY METTNER

APPRENTICE

ADDISON BEAN

APPRENTICE

EVELYN FRUIT

TRAINEE

ESTELLE KLEIN

TRAINEE

RAYNA PATEL

TRAINEE

NEVADA FISHER

TRAINEE

KATE POTRZEBOWSKI

ASSISTANT

SAGE WIPPERFURTH

ASSISTANT

ADDISON ZIMMERMAN

ASSISTANT

ELEANOR NELSON

ASSISTANT

SCOUT MOORE

ASSISTANT

EVELYN SCHULZ

APPRENTICE

JOHANNA METTNER

APPRENTICE

LAINY ROFFERS

TRAINEE

ROHIN SRINIVASAN

TRAINEE

NORA VAVILOV

TRAINEE