

Applicant Name:

Submission Date:

Reviewer Initials:

Final Review:

First/Additional Review:

STANDARD 1: LEARNER DEVELOPMENT AND WELL-BEING

Standard 1: Learner Development and Well-being	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators recognize that patterns of learning and development vary individually within and across the physical, cognitive, emotional, spiritual, and social aspects. Teachers design and implement developmentally appropriate and challenging learning experiences and maintain a focus on the progress of learners throughout the educational process.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Statement of Interest<input type="checkbox"/> Letters of Recommendation<input type="checkbox"/> Course Syllabus or Outline<input type="checkbox"/> Lesson Plans<input type="checkbox"/> Formative Assessments<input type="checkbox"/> Summative Assessments<input type="checkbox"/> Videos<input type="checkbox"/> Course Evaluations<input type="checkbox"/> Other <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrates evidence of awareness and importance of the diverse needs of learner development and well-being through examples such as multiple approaches to instruction, assessment, and appropriate resources for learners' self-care and personal support.</p>	<p>Applicant demonstrates limited understanding on how/when/where/why to individualize instruction for the purpose of meeting diverse learner needs.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes.</p>	<p>The applicant's evidence is lacking in quality and/or number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addressed the standard and/or The applicant needs to integrate knowledge of teaching and learning for learner(s) development and well-being.</p>

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STANDARD 2: LEARNING DIFFERENCES AND INTEGRATIVE APPROACHES

<p>Standard 2: Learning Differences and Integrative Approaches</p> <p>Educators use understanding of individual differences and cultural factors to ensure inclusive learning environments that enable learners to meet their full potential and recognize the interconnected nature of human experience to provide adult learners with rich opportunities for personal growth and integration.</p>	<p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statement of Interest <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Course Syllabus or Outline <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Videos <input type="checkbox"/> Course Evaluations <input type="checkbox"/> Other <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>Meets Expectations:</p> <p>The applicant clearly demonstrates evidence of understanding individual differences and culture factors to ensure inclusive learning environments that enable learners to meet their full potential and recognize the interconnected nature of human experience to provide adult learners with rich opportunities for personal growth and integration.</p>	<p>Partially Meets Expectations:</p> <p>The applicant demonstrates limited understanding of individual differences and cultural factors that help to ensure inclusive learning environments which allows learners to meet their full potential.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes.</p>	<p>Does Not Meet Expectations:</p> <p>The applicant evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge of teaching and learning for learner(s) differences and integrative approaches.</p>
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STANDARD 3: LEARNING ENVIRONMENTS

Standard 3: Learning Environments

Educators work with learners to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning and self-motivation.

Sources of Evidence:

- Statement of Interest
- Letters of Recommendation
- Course Syllabus or Outline
- Lesson Plans
- Formative Assessments
- Summative Assessments
- Videos
- Course Evaluations
- Other

Potential Examples:

Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Classroom/ learner contracts, Activities, Feedback to learner(s)

Meets Expectations:

The applicant **clearly demonstrates** evidence of creating learning environments that support individual and collaborative learning, and actively encourages positive social interaction, active engagement in learning, and self-motivation.

Partially Meets Expectations:

The applicant **demonstrates limited understanding** of how to create learning environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation. The areas showing understanding and or limitations in understanding are described below in Notes.

Does Not Meet Expectations:

The applicant's evidence is lacking in quality and number and **does not demonstrate** the standard has been met. Evidence is poorly designed and rarely addresses the standard. The applicant needs to integrate knowledge of creating environments that support individual and collaborative learning.

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STANDARD 4: CONTENT KNOWLEDGE

Standard 4: Content Knowledge	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators understand the central concepts, tools of inquiry, and structures of the subject(s) they teach. They create learning experiences that make these aspects of the subject accessible and meaningful for learners to assure competency in the content.</p>	<p><input type="checkbox"/> Statement of Interest <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Course Syllabus or Outline <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Videos <input type="checkbox"/> Course Evaluations <input type="checkbox"/> Other</p> <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrates evidence of understanding the central concepts, tools of inquiry, and structures of the subject(s) they teach. They create learning experiences that make these aspects of the subject accessible and meaningful for learners to assure competency in the content.</p>	<p>The applicant demonstrates limited understanding of the central concepts, tools of inquiry, and structures of the subject(s) they teach.</p> <p>The applicant has demonstrated limited understanding of how to create learning experiences that make these aspects of the subject accessible and meaningful for learners to assure competency in the content presented.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes.</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge of central concepts, tools of inquiry, and structures of the subject(s) they teach and in creating learning experiences that make these aspects of the subjects accessible and meaningful for learners to assure competency in the content.</p>

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STANDARD 5: APPLICATION OF CONTENT

Standard 5: Application of Content	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators understand and effectively apply how to connect theory and methodology and use differing perspectives to engage learners in critical thinking and creativity. They also understand and demonstrate how to build the comprehensive skills needed for the practice of massage therapy.</p>	<p><input type="checkbox"/> Statement of Interest <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Course Syllabus or Outline <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Videos <input type="checkbox"/> Course Evaluations <input type="checkbox"/> Other</p> <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrated evidence of understanding how to connect theory and methodology and use differing perspectives to engage learners in critical thinking and creativity. The applicant also understands and demonstrates how to build the comprehensive skills needed for the practice of massage therapy.</p>	<p>The applicant demonstrates limited understanding of how to effectively demonstrate connecting theory and methodology and apply the use of differing perspectives to engage learners in critical thinking and creativity. They also understand and/or demonstrate how to build the comprehensive skills needed for the practice of massage therapy.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes.</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge in relation to connecting theory and methodology to use differing perspectives in engaging learners in critical and creative thinking. The evidence does not demonstrate that the applicant knows how to build needed comprehensive skills in learner(s) for the practice of massage and bodywork.</p>

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STANDARD 6: PLANNING FOR INSTRUCTION

Standard 6: Planning for Instruction	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators plan instruction that supports every student in meeting well-defined learning objectives by drawing upon knowledge of subject, curriculum, andragogy, and pedagogy. They also draw upon knowledge of learners and the body-centered nature of massage therapy education.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Statement of Interest<input type="checkbox"/> Letters of Recommendation<input type="checkbox"/> Course Syllabus or Outline<input type="checkbox"/> Lesson Plans<input type="checkbox"/> Formative Assessments<input type="checkbox"/> Summative Assessments<input type="checkbox"/> Videos<input type="checkbox"/> Course Evaluations<input type="checkbox"/> Other <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrated evidence of planning instruction that supports every learner in meeting well-defined learning objectives by drawing upon knowledge of subject, curriculum, andragogy, and pedagogy. The applicant also draws upon knowledge of learners and the body-centered nature of massage therapy education.</p>	<p>The applicant demonstrates limited understanding in the evidence provided for instructional planning. There is unclear/inconsistent evidence of instructional planning that supports every learner in meeting well-defined learning objectives by drawing upon knowledge of subject, curriculum, andragogy, and pedagogy while including knowledge of learners and the body-centered nature of massage therapy education.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes.</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge of planning instruction that supports every learner in meeting well-defined learning objectives by drawing upon knowledge of subject, curriculum, andragogy, and pedagogy. The applicant also draws upon knowledge of learners and the body-centered nature of massage therapy education.</p>

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STANDARD 7: INSTRUCTIONAL STRATEGIES AND DELIVERY

Standard 7: Instructional Strategies and Delivery	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators understands and uses a variety of instructional strategies to motivate learners to develop a comprehensive understanding of theory and methodology, and to build skills to apply the knowledge in meaningful and effective ways.</p>	<p><input type="checkbox"/> Statement of Interest <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Course Syllabus or Outline <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Videos <input type="checkbox"/> Course Evaluations <input type="checkbox"/> Other</p> <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrates evidence of understanding and using a variety of instructional strategies to motivate learners to develop a comprehensive understanding of theory and methodology, and to build skills to apply the knowledge in meaningful and effective ways.</p>	<p>The applicant demonstrates limited understanding through evidence provided for review of an understanding and applying a variety of instructional strategies to motivate learners to develop a comprehensive understanding of theory and methodology. There is an unclear/inconsistent path to build skills to apply the knowledge in meaningful and effective ways.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge of using a variety of instructional strategies to motivate learners to develop a comprehensive understanding of theory and methodology, and to build skills to apply the knowledge in meaningful and effective ways.</p>

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STANDARD 8: OBSERVATION AND ASSESSMENT

Standard 8: Observation and Assessment	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educators understand and use multiple methods of assessment to engage and receive feedback from learners in their own growth, to observe and evaluate learner progress, and to guide the teacher's and learner's decision making.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Statement of Interest<input type="checkbox"/> Letters of Recommendation<input type="checkbox"/> Course Syllabus or Outline<input type="checkbox"/> Lesson Plans<input type="checkbox"/> Formative Assessments<input type="checkbox"/> Summative Assessments<input type="checkbox"/> Videos<input type="checkbox"/> Course Evaluations<input type="checkbox"/> Other <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrates evidence of understanding and using multiple methods of assessment to engage and receive feedback from learners in their own growth, to observe and evaluate learner progress, and to guide the teacher's and learner's decision making.</p>	<p>The applicant demonstrates limited understanding and/or use of multiple assessment methods, and demonstrates limited observation/evaluation of the learner's progress, and/or decision making.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant needs to integrate knowledge of using multiple methods of assessment to engage and receive feedback from learners in their own growth, to observe and evaluate learner progress, and to guide the teacher's and learner's decision making.</p>

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STANDARD 9: PROFESSIONAL DEVELOPMENT AND ETHICAL CONDUCT

**Standard 9:
Professional
Development and
Ethical Conduct**

Educator participates in ongoing learning activities, engages in self-reflection, and receives input from others on the performance of their duties to increase their knowledge and skills. They bring a high level of ethical awareness to their work with learners and colleagues and maintain a healthy balance in their professional life.

Sources of Evidence:

- Statement of Interest
- Letters of Recommendation
- Course Syllabus or Outline
- Lesson Plans
- Formative Assessments
- Summative Assessments
- Videos
- Course Evaluations
- Other

Potential Examples:

Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)

Meets Expectations:

The applicant **clearly demonstrates** evidence of participating in ongoing learning activities, engaging in self-reflection, and receiving input from others on the performance of their duties to increase their knowledge and skills. They bring a high level of ethical awareness to their work with learners and colleagues and maintain a healthy balance in their professional life.

Partially Meets Expectations:

The applicant **demonstrates limited evidence** of participation in ongoing learning activities, self-reflection and/or receiving input from others in regards to their teaching duties.

Ethical awareness and/or a healthy professional life balance are not consistently evident.

The areas showing understanding and or limitations in understanding are described below in Notes

Does Not Meet Expectations:

The applicant's evidence is lacking in quality and number and **does not demonstrate** the standard has been met.

Evidence is poorly designed and rarely addresses the standard.

The applicant does not provide evidence to show engagement in ongoing learning activities, in self-reflection, and receive input from others on the performance of their duties to increase their knowledge and skills. The applicant does not demonstrate a high level of ethical awareness to their work with learners and colleagues and maintain a healthy balance in their professional life.

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STANDARD 10: COLLABORATION

Standard 10: Collaboration	Sources of Evidence:	Meets Expectations:	Partially Meets Expectations:	Does Not Meet Expectations:
<p>Educator participates in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and health care professionals.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Statement of Interest <input type="checkbox"/> Letters of Recommendation <input type="checkbox"/> Course Syllabus or Outline <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Videos <input type="checkbox"/> Course Evaluations <input type="checkbox"/> Other <p>Potential Examples: Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p>The applicant clearly demonstrates evidence of participating in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals.</p>	<p>The applicant demonstrates limited evidence of participation in activities which involve advancing the art and science of massage and/or collaborating with colleagues and/or healthcare professionals.</p> <p>The areas showing understanding and or limitations in understanding are described below in Notes</p>	<p>The applicant's evidence is lacking in quality and number and does not demonstrate the standard has been met.</p> <p>Evidence is poorly designed and rarely addresses the standard.</p> <p>The applicant does not appear to participate in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals.</p>

Notes: