



Alliance *for*
Massage Therapy
Education

National Teacher Education Standards Project

Core Competencies for Massage Therapy Teachers

A Model for Professional Development

Final Version | Adopted January 2013

Alliance for Massage Therapy Education

1232 Bonefish Court, Fort Pierce, Florida 34949
www.afmte.org | admin@afmte.org

Copyright © 2013 Alliance for Massage Therapy Education, Inc. All rights reserved.

Core Competencies for Massage Therapy Teachers

A Model for Professional Development

Alliance for Massage Therapy Education

Final Version | Adopted January 2013

CONTENTS

Introduction	3
Structure of the Document	4
Description of the Competencies	
I. The Learner and Learning	5
Standard 1: Learner Development and Well-being	
Standard 2: Learning Differences and Integrative Approaches	
Standard 3: Learning Environments	
II. Content	10
Standard 4: Content Knowledge	
Standard 5: Application of Content	
III. Instructional Practice	13
Standard 6: Planning for Instruction	
Standard 7: Instructional Strategies and Delivery	
Standard 8: Observation and Assessment	
IV. Professional Responsibility	18
Standard 9: Professional Development and Ethical Conduct	
Standard 10: Collaboration	
References	22
Glossary	23

Introduction

The Alliance for Massage Therapy Education was established to serve as an independent voice, advocate and resource for the community of massage schools and educators. Within this broader mission, one of the organization's primary goals is to strengthen and improve the quality of massage education. To carry out this objective, the Alliance has embarked upon a long-term effort to address the critical need for teacher training, called the **National Teacher Education Standards Project** (abbreviated as TESP).

In December 2010, the Alliance published a white paper that outlined the rationale and scope for the TESP. The project will take place over a period of 5-10 years, and will progress through five sequential phases. The first foundational step has been the development of the **Core Competencies for Massage Therapy Teachers**. Now that this document is in place, the work of implementation can begin. This will include the creation of a model teacher training curriculum and the development of teacher training resources. For this goal to be practically attained, there will need to be a wide range of training opportunities for teachers in a variety of settings.

The Alliance's Professional Standards Committee has been responsible for the creation of this document. This group of experienced teachers, CE providers and school directors researched existing teacher standards throughout the realms of public education and specialized professional education. The committee incorporated some of these well-researched templates, adding to them the unique nature and attributes of massage therapy education.

It is essential to recognize that this document is the first of its kind in our field. For the most part, we have been operating without standards and without requirements for teachers to have formal training in the theory and methodology of teaching (except in some states and in some accredited schools). As a result, we are collectively at the stage of "not knowing what we don't know". This is the natural starting point for learning and growth.

We fully recognize that the breadth of competencies described in this document represent a level of understanding and capability that few teachers in our field have attained. This is not a cause for embarrassment or trepidation, but a call to everyone involved in massage education to be willing to engage in an ongoing process of professional development.

Rather than setting the bar low to reflect the current state of teaching practice in our field, the Alliance is using this opportunity to provide a comprehensive model that will guide the future training of teachers. Overall, this is designed to serve as a vision of where teachers in our field can be (in time), and where we want succeeding generations of massage therapy teachers to be at the entry point of their careers.

With the participation and support of individual teachers, schools and other organizations, the Alliance's objective for the TESP is to **create a culture of teaching excellence in our field**. We believe that improvements in the quality of teaching will directly translate into an increased quality of therapeutic services provided to the public.

Beyond the publication of these standards, there will need to be considerable work done in the future by the massage education community to provide more detailed descriptions of each

of the competencies. This will include what they mean in everyday classroom instruction, and what new knowledge or skills may be needed by the teacher to be fully competent in a particular element. In general, this standards document can be viewed as the basic framework – like a skeleton – onto which we will add the shape and functionality that will make it an essential resource.

Structure of the Document

This document is organized into four general categories (with Roman numerals) and ten standards. Each category and standard begins with a descriptive narrative and then lists the competencies needed to reliably carry out that element of the educational process. These elements are presented in the matrix of **knowledge, skills** and **attitudes** (KSAs), which form the basis for effective and successful teaching. **Knowledge** is something an individual has learned or discovered, **Skill** is the ability to do something well and consistently and **Attitude** is an internal state, value or belief that influences an individual's choices or decisions to act in a certain way under particular circumstances.

The standards are intended to apply to teachers across the entire continuum of massage therapy education, from entry-level training programs to continuing education and post-graduate studies. They also apply to teachers throughout the arc of their professional careers. What distinguishes the beginning from the accomplished teacher is the degree of sophistication in the application of the knowledge and skills.

To assist the process of self-assessment, the competencies in each standard have been divided into two levels: **Level 1** elements comprise a reasonable set of basic expectations for an entry level instructor. **Level 2** elements require more experience, study and increased proficiency.

Current instructors in the field will likely find that their state of knowledge, skills and attitudes includes some elements in each of the two levels, with other elements yet to be developed. Such assessment will provide a useful map for ongoing learning.

Throughout the document, "learner" is used instead of "student" where possible, as learner implies a more active role in learning whereas student could be seen as more passive. Learner also connotes a more accessible role than that of student, which is appropriate for the domain of adult education. Second, "learning environment" is used wherever possible instead of "classroom" to suggest that massage therapy teaching occurs in a range of different contexts and settings.

A Glossary is included at the end of this document. Defined terms in the body of the document are underlined the first time they appear, to indicate that a definition is available in the Glossary.

The reader of these standards should keep in mind that while each competency element emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated and reciprocal processes. Thus, of necessity, the competencies overlap and must be taken as a whole in order to convey a complete picture of the acts of teaching and learning.

I. THE LEARNER and LEARNING

Teaching begins with the learner. To ensure that each learner acquires (or enhances) the knowledge, skills and abilities necessary for the safe and effective practice of massage therapy, teachers must understand that learning and developmental patterns vary among individuals, that adults bring significant differences to the learning process, and that they need supportive, challenging and productive learning environments to thrive. Effective teachers have high expectations for their learners and implement educational experiences that support each learner in achieving his or her full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how physical, cognitive, emotional, spiritual and social development and integration occurs, with the recognition that adult learners are individuals who bring the rich history of their lives to the process. This includes family background, education, occupation, skills, attitudes, perspectives, talents and interests. Teachers collaborate with learners and colleagues to better understand their students and maximize their learning experiences. Teachers promote students' responsibility for their own learning process and work with them to ensure optimal learning outcomes at all stages of their career path.

Standard 1: Learner Development and Well-being

Teachers 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 maintains a focus on the progress of learners throughout the educational process.

1.1 KNOWLEDGE

Level 1

- 1.1.1 Teachers understand how learners construct knowledge, acquire and embody skills, develop disciplined thinking processes and somatic awareness.
- 1.1.2 Teachers understand how each learner's personal development (i.e., physical, cognitive, emotional, spiritual and social development) affects their readiness for learning and academic performance.
- 1.1.3 Teachers of hands-on courses understand the importance of and strategies for ergonomics and proper body mechanics.
- 1.1.4 Teachers are aware of resources that enhance learners' study skills.

Level 2

- 1.1.5 Teachers know how to make instructional decisions that build upon learners' strengths and needs, based on each learner's physical, cognitive, emotional, spiritual and social development.

1.2 SKILLS

Level 1

- 1.2.1 Teachers know how to use instructional strategies that promote student learning.
- 1.2.2 Teachers identify readiness for learning, utilizing the information on how development in any one area may affect performance in others.

- 1.2.3 Teachers regularly assess individual and group performance in order to design and modify instruction to meet learners' needs and set the stage for the next level of learning.
- 1.2.4 Teachers of hands-on courses present strategies for ergonomics and proper body mechanics to prepare learners to utilize optimal principles of movement and alignment in the practice of massage therapy.
- 1.2.5 Teachers instruct in a manner that supports learners' self-responsibility and awareness of the body-centered and emotional nature of their learning.
- 1.2.6 Teachers monitor how learners are responding to the physical and emotional demands that are placed on them by the training program, instruct learners in self-care protocols, and refer them to appropriate administration, professionals or other resources as needed.
- 1.2.7 Teachers work collaboratively with learners and administration to identify and implement new strategies to overcome obstacles to learning.

Level 2

- 1.2.8 Teachers create developmentally appropriate instruction that take into account individual learners' strengths, interests and needs, and that enables each learner to advance his or her learning.
- 1.2.9 Teachers effectively engage with learners to help them recognize their feelings and reactions.
- 1.2.10 Teachers develop strategies to help learners work through feelings as they focus on clients' needs.

1.3 ATTITUDES

Level 1

- 1.3.1 Teachers respect learners' differing strengths, needs and areas of challenge.
- 1.3.2 Teachers support learners' self-responsibility in their process of growth and development.
- 1.3.3 Teachers value the input and contributions of colleagues and other professionals in supporting each learner's process of growth and development.
- 1.3.4 Teachers value the input and contributions of learners' personal support systems in their process of growth and development when designing instruction.
- 1.3.5 Teachers are respectful of the body-centered and emotional nature of somatic-based education.

Level 2

- 1.3.6 Teachers recognize learners' emotional challenges.

(continues)

Standard 2: Learning Differences and Integrative Approaches

Teachers 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.

2.1 KNOWLEDGE

Level 1

- 2.1.1 Teachers realize that learners have a variety of cultural, familial, educational, and socioeconomic backgrounds, and that these factors influence how they learn.
- 2.1.2 Teachers grasp the interconnectedness among the physical, emotional, cognitive, spiritual and social aspects of learning and self-development.
- 2.1.3 Teachers understand the unique attributes of somatic learning.
- 2.1.4 Teachers are aware of differences in student approaches to learning and performance.
- 2.1.5 Teachers are knowledgeable regarding appropriate accommodations for students with identified learning challenges and/or disabilities.

Level 2

- 2.1.6 Teachers know how to design lesson plans for a diverse population of adult learners.

2.2 SKILLS

Level 1

- 2.2.1 Teachers adapt instruction and make appropriate and timely provisions (e.g., pacing, task demands, and communication, assessment and response modes) for individuals with various learning preferences.
- 2.2.2 Teachers include learners' personal experiences and cultural norms when presenting information.
- 2.2.3 Teachers assist learners in developing their ability to comprehend cognitive, sensory, emotional and kinesthetic experiences.
- 2.2.4 Teachers collaborate with school administrators to address the needs of students with identified learning challenges and/or disabilities, in order to provide accommodations and to access resources, specialized assistance and services.

Level 2

- 2.2.5 Teachers design lesson plans and curriculum content to build upon learners' prior knowledge and experiences.
- 2.2.6 Teachers include content that supports learners' ongoing process of integrating their physical, emotional, spiritual, cognitive and social aspects.
- 2.2.7 Teachers design instruction to build upon learners' prior knowledge and experiences, to facilitate their progress through the curriculum as they demonstrate understanding and competence.
- 2.2.8 Teachers use specific strategies, resources and appropriate accommodations for students with identified learning challenges and/or disabilities.

2.3 ATTITUDES

Level 1

- 2.3.1 Teachers respect and value all learners and believe that all learners can realize their full potential.
- 2.3.2 Teachers value each learner's ability to strive toward attainment of his or her full potential.
- 2.3.3 Teachers appreciate self-respect and the process of learners respecting and valuing each other, their teachers, school administration, their clients, and members of their profession.
- 2.3.4 Teachers are unbiased with regard to each learner's cultural, familial and individual backgrounds within the academic environment.

Standard 3: Learning Environments

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

3.1 KNOWLEDGE

Level 1

- 3.1.1 Teachers understand the relationship between motivation and engagement.
- 3.1.2 Teachers know how to manage the classroom by collaborating with learners to establish and monitor elements of a safe and productive learning environment that includes policies, procedures and organizational structures.
- 3.1.3 Teachers understand the dynamics of the teacher-learner relationship, and the importance of well-defined professional boundaries.
- 3.1.4 Teachers understand how learner diversity can affect communication and know how to communicate effectively.
- 3.1.5 Teachers know how to use therapeutic equipment to guide learners to apply it in appropriate, safe and effective ways.
- 3.1.6 Teachers know how to use current electronic media to guide learners to apply it in appropriate and effective ways.
- 3.1.7 Teachers know the principles and requirements of academic honesty to ensure learners' understanding of and compliance with these requirements.
- 3.1.8 Teachers know how to establish a classroom environment in which learners are encouraged to work productively and cooperatively to achieve learning goals.

Level 2

- 3.1.9 Teachers know how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3.1.10 Teachers know how to design activities for learners to work productively and cooperatively to achieve learning goals.

3.2 SKILLS

Level 1

- 3.2.1 Teachers provide an environment in which students are encouraged to work productively and cooperatively to achieve learning goals.
- 3.2.2 Teachers collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3.2.3 Teachers guide the work of learners to ensure compliance with academic honor codes.
- 3.2.4 Teachers manage the learning environment to actively and equitably engage learners by organizing, allocating and coordinating the resources of time, space and learners' attention.
- 3.2.5 Teachers communicate verbally and non-verbally in ways that demonstrate awareness of and responsiveness to the cultural backgrounds, differing perspectives and unique life experiences learners bring to the process.
- 3.2.6 Teachers build and maintain relationships with learners that have clear and intact boundaries between personal and professional roles, paying special attention to situations where dual relationships may be present.
- 3.2.7 Teachers design and use activities that build learners' compassion, sensitivity, respect and kindness for others in the development of interpersonal communication skills.
- 3.2.8 Teachers guide the emotional tone of the learning environment.
- 3.2.9 Teachers attend to both individual and group issues, and actively address conflict when it arises.
- 3.2.10 Teachers effectively demonstrate the proper use of therapeutic equipment.
- 3.2.11 Teachers guide learners in the utilization of current electronic media.
- 3.2.12 Teachers are responsive listeners and observers.

Level 2

- 3.2.13 Teachers design activities that build learners' compassion, sensitivity, respect and kindness for others in the development of interpersonal communication skills.
- 3.2.14 Teachers design learning experiences using strategies that build learners' self-direction and ownership of learning.
- 3.2.15 Teachers design activities for learners to work productively and cooperatively to achieve learning goals.
- 3.2.16 Teachers identify potential conflicts before they arise and take preventive measures.

3.3 ATTITUDES

Level 1

- 3.3.1 Teachers are committed to working with learners and colleagues to establish positive and supportive learning environments.

- 3.3.2 Teachers value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a supportive climate for learning.
- 3.3.3 Teachers respect the processes of decision-making, exploration, working collaboratively and independently, and engage in purposeful learning.
- 3.3.4 Teachers are thoughtful listeners and observers.

II. CONTENT

Teachers must have a deep and flexible understanding of their subject area(s) and be able to draw upon content knowledge as they work with adult learners to take in new material and gain competence in theory, methodology and practical application of that material in client-centered practice settings. Teachers make content accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (including critical thinking, problem solving, creativity and experiential awareness) to help learners achieve the educational objectives of the particular training program, workshop or seminar. Finally, teachers make content knowledge relevant to the practice of massage therapy.

Standard 4: Content Knowledge

Teachers 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.

4.1 KNOWLEDGE

Level 1

- 4.1.1 Teachers understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject they teach.
- 4.1.2 Teachers understand common misconceptions in learning the discipline of massage therapy and how to guide learners to accurate conceptual understanding.
- 4.1.3 Teachers know and use the standard reference terminology of the subject and know how to make it accessible to learners.
- 4.1.4 Teachers know the proper use of equipment, products and utilization protocols in their subject area.
- 4.1.5 Teachers have a working knowledge of educational objectives and learning progressions in the subject they teach.
- 4.1.6 Teachers (in an entry-level massage program) know how their subject relates to other courses in the program, and to the program as a whole.
- 4.1.7 Teachers know how their subject relates to client treatment and applicable massage therapy scopes of practice.
- 4.1.8 Teachers (of continuing education) include and/or exclude content with respect to the context of CE requirements, the length of the course offered, and the prerequisites required of the student.

4.2 SKILLS

Level 1

- 4.2.1 Teachers effectively use representations and explanations that capture key ideas in the subject, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4.2.2 Teachers engage learners in a manner that encourages learners to understand, question and analyze ideas from diverse perspectives.
- 4.2.3 Teachers involve learners in applying methods of inquiry and standards of evidence used in the subject.
- 4.2.4 Teachers stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences.
- 4.2.5 Teachers evaluate instructional resources and curriculum materials for comprehension, accuracy for representing particular concepts in the subject, and appropriateness for learners.
- 4.2.6 Teachers effectively use supplementary resources and technologies to facilitate accessibility and relevance for all learners.
- 4.2.7 Teachers create opportunities for students to learn, practice and gain competence in the subject.

Level 2

- 4.2.8 Teachers modify instructional resources and curriculum materials for comprehension, accuracy for representing particular concepts in the subject, and appropriateness for learners.

4.3 ATTITUDES

Level 1

- 4.3.1 Teachers embrace the concept that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. They stay abreast of new ideas and understandings in the field.
- 4.3.2 Teachers recognize and acknowledge the potential for bias in their representation of the subject.
- 4.3.3 Teachers are committed to work toward each learner's achievement of the learning objectives.

Level 2

- 4.3.4 Teachers appreciate multiple perspectives within the subject and facilitate learners' critical analyses of these perspectives.
- 4.3.5 Teachers recognize the healing and transformative nature of human touch, and that touch-related education is a unique domain that presents rich and complex growth opportunities for learners and teachers alike.

Standard 5: Application of Content

Teachers understand how to connect theory and methodology and use differing perspectives to engage learners in critical thinking and creativity. They understand how to build the comprehensive skills needed for the practice of massage therapy.

5.1 KNOWLEDGE

Level 1

- 5.1.1 Teachers understand the various options for teaching material in their subject, and the relative strengths and limitations of each approach.
- 5.1.2 Teachers comprehend issues related to the quality of information and its ethical use.
- 5.1.3 Teachers are aware of available technological resources that are relevant to the subject matter.
- 5.1.4 Teachers understand critical thinking as well as creative thinking processes and how to engage learners in applying theory and methodology to the task of designing client-centered treatment.
- 5.1.5 Teachers comprehend the importance of the inclusion of research literacy and evidence-informed/evidence-based practice in the classroom.

Level 2

- 5.1.6 Teachers realize the value of helping learners to develop high-level questioning skills to promote independent learning.
- 5.1.7 Teachers realize the value of developing the learner's high-level questioning skills to promote clinical reasoning.

5.2 SKILLS

Level 1

- 5.2.1 Teachers foster innovation and problem solving by guiding learners to analyze the complexities of a given subject using perspectives from varied approaches and disciplines.
- 5.2.2 Teachers engage learners in applying content knowledge to the practice of massage therapy, and encourage them to read current research, collect data and do case studies.
- 5.2.3 Teachers help learners identify and discern information according to whether it is anecdotal, empirical or evidence-informed.
- 5.2.4 Teachers facilitate learners' ability to bring awareness of varying social and cultural perspectives that expand their understanding and ability to meet the needs of a diverse client population.
- 5.2.5 Teachers employ the use of current and relevant technology in the classroom.
- 5.2.6 Teachers effectively use digital and interactive technologies in the classroom.
- 5.2.7 Teachers help learners understand and integrate theoretical informational with practical hands-on techniques.

Level 2

- 5.2.8 Teachers create classroom activities that enable learners to use clinical reasoning skills.

5.3 ATTITUDES

Level 1

- 5.3.1 Teachers value knowledge outside their own subject area and how such knowledge enhances student learning.
- 5.3.2 Teachers value flexible learning environments that encourage learner exploration, discovery and expression across subject areas.
- 5.3.3 Teachers appreciate the value of research and its application to evidence-informed/ evidence-based practice for the advancement of massage therapy.

III. INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways. Beginning with their endpoint or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Planning focuses on using a variety of instructional strategies to address diverse ways of learning and to incorporate new technologies to maximize and individualize learning.

Standard 6: Planning for Instruction

Teachers 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.

6.1 KNOWLEDGE

Level 1

- 6.1.1 Teachers recognize the importance of utilizing lesson plans that fit within their course mandate.
- 6.1.2 Teachers understand content and professional standards (such as the *Massage Therapy Body of Knowledge*) and how these are organized and reflected in the curriculum.
- 6.1.3 Teachers know a variety of educational theories.
- 6.1.4 Teachers understand the body-centered nature of massage therapy education and how these somatic factors impact planning and classroom management.
- 6.1.5 Teachers understand the distinctions between subject-centered, student-centered and teacher-centered models.

Level 2

- 6.1.6 Teachers know the intended learning progression within their program, from beginning, to middle, to end.
- 6.1.7 Teachers comprehend the different theories of learning (e.g., behaviorism, cognitivism, constructivism, multiple intelligences).
- 6.1.8 Teachers understand multiple levels of Bloom's Taxonomy or a similar system about critical thinking in curriculum development and instruction.

- 6.1.9 Teachers understand the strengths and needs of individual learners, how to plan instruction that is responsive to these strengths and needs, and how to adjust plans based on assessment information and learner responses.
- 6.1.10 Teachers know a range of evidence-based instructional strategies, resources and technological tools – and understand how to use them effectively to plan instruction that meets diverse learning needs.
- 6.1.11 Teachers understand how integrating theory and methodology in instruction engages learners purposefully in applying content knowledge.

6.2 SKILLS

Level 1

- 6.2.1 Teachers are able to implement content of pre-designed lesson plans provided by administration relevant to their subject matter.
- 6.2.2 Teachers plan how to deliver the subject matter in a way that supports the learner's progression – choosing appropriate strategies, resources and materials.
- 6.2.3 Teachers develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.
- 6.2.4 Teachers seek guidance with school administrators (as appropriate) who have expertise to design and deliver effective learning experiences to meet special learning needs.
- 6.2.5 Teachers evaluate instructional plans in relation to short- and long-range goals, and adjust plans to enhance learning and improve outcomes.

Level 2

- 6.2.6 Teachers work individually and collaboratively to design courses and to select and create learning experiences that are relevant to learners and that are congruent with curriculum goals, content standards and professional standards.
- 6.2.7 Teachers plan for instruction based on formative and summative assessment data, prior learner knowledge and educational objectives.
- 6.2.8 Teachers are able to progress from establishing broad-scale program or educational objectives, to curriculum design, course design, and finally, the design of individual lesson plans within a course.
- 6.2.9 Teachers plan activities that help students explore the body-centered nature of their classroom experiences.

6.3 ATTITUDES

Level 1

- 6.3.1 Teachers respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
- 6.3.2 Teachers value planning as a collegial activity that takes into consideration the input of learners, fellow teachers and administrative staff.
- 6.3.3 Teachers are committed to adjustment and revision of instructional plans based on learner needs, new knowledge and changing circumstances.

Standard 7: Instructional Strategies and Delivery

Teachers understand and use 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.

7.1 KNOWLEDGE

Level 1

- 7.1.1 Teachers know how to apply a range of instructional strategies to achieve learning goals at the appropriate stages of learner development.
- 7.1.2 Teachers know about a variety of assessment methods.
- 7.1.3 Teachers understand that somatic processes (e.g., sensory/kinesthetic awareness, body image, embodied history, structural and functional limitations, attitudes about touch) can influence student learning experiences and their ability to work with others.
- 7.1.4 Teachers know when and how to use strategies to engage learners in critical thinking that relates theoretical material to practical application.
- 7.1.5 Teachers understand how different forms of communication (e.g., oral, written, non-verbal, somatic, visual, digital) convey ideas, foster self-expression and build relationships.
- 7.1.6 Teachers know how to use a wide variety of resources, including human and technological, to engage students in learning.
- 7.1.7 Teachers understand how content and skill development can be supported by media and technology.
- 7.1.8 Teachers develop learners' communication skills by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

Level 2

- 7.1.9 Teachers understand how to develop the cognitive processes associated with various kinds of learning (e.g., memorization and recall, critical and creative thinking, problem framing and problem solving, and invention).

7.2 SKILLS

Level 1

- 7.2.1 Teachers are able to employ different perspectives/approaches to communicate concepts and skills.
- 7.2.2 Teachers monitor the students' process of learning and adjusts instruction in response to the student and group learning needs.
- 7.2.3 Teachers are able to address learners' issues and concerns that arise from the body-oriented aspects of the curriculum, whether it relates to their own experience or the work they are doing with clients or fellow learners.
- 7.2.4 Teachers use a variety of instructional strategies to support and expand learners' communication, and ability to demonstrate their knowledge through speaking, listening, reading, writing and other modes.

7.2.5 Teachers present instruction in an effective manner, including use of voice, use of body and gesture, choice of words and awareness of spatial relationships in the classroom.

7.2.6 Teachers elicit learners' input and adapt instruction accordingly.

Level 2

7.2.7 Teachers involve learners in developing higher-order questioning skills and metacognition processes.

7.2.8 Teachers develop activities that involve learners in using a range of learning skills and technology tools to access, interpret, evaluate and apply information.

7.2.9 Teachers use experiential exercises as a means of engaging learners at the physical, cognitive, emotional, spiritual and social levels, and help learners integrate the awareness and understanding gained with the theoretical aspects of the subject.

7.3 ATTITUDES

Level 1

7.3.1 Teachers are committed to understanding the strengths and needs of diverse learners when planning and adjusting instruction.

7.3.2 Teachers value differences in communication styles.

7.3.3 Teachers are committed to exploring how the use of new and emerging technologies can support and promote student learning.

7.3.4 Teachers value flexibility and reciprocity in the teaching process.

7.3.5 Teachers value learners' relevant contributions to classroom discussion.

Standard 8: Observation and Assessment

Teachers 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.

8.1 KNOWLEDGE

Level 1

8.1.1 Teachers understand that ongoing observation of learners across the full range of their experiences provides crucial information for the assessment and guidance of each learner's process.

8.1.2 Teachers know when and how to engage learners in analyzing their own assessment results and goal setting.

8.1.3 Teachers understand the positive impact of effective descriptive feedback for learners and know a variety of strategies for communicating this feedback (e.g., oral, visual, tactile, written).

8.1.4 Teachers know when and how to evaluate and report learner progress as it relates to standards for completion of a course or program.

8.1.5 Teachers understand how to prepare learners for assessments.

- 8.1.6 Teachers know what a rubric is and how it's utilized.
- 8.1.7 Teachers understand how to make accommodations in assessments and testing conditions for learners with special needs.

Level 2

- 8.1.8 Teachers understand the differences between formative and summative applications of assessment and know how and when to use each.
- 8.1.9 Teachers understand the types and purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 8.1.10 Teachers know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction.

8.2 SKILLS

Level 1

- 8.2.1 Teachers engage learners in understanding and identifying quality work as it relates to standards for completion of a course or program.
- 8.2.2 Teachers engage learners in analyzing their own assessment results and goal setting.
- 8.2.3 Teachers align instruction and assessment with learning objectives.
- 8.2.4 Teachers offer direct, objective feedback within the framework of each learner's capacity.
- 8.2.5 Teachers model and structure processes that guide learners in examining their own thinking and learning to help them develop personal goals for professional success.
- 8.2.6 Teachers work with administration to make modifications in assessments or testing conditions for learners with special needs.
- 8.2.7 Teachers utilize appropriate technology to assist learners in their development and assessment.
- 8.2.8 Teachers utilize rubrics in the evaluation process.
- 8.2.9 Teachers (of continuing education) evaluate students according to whether the course is attendance-based or achievement-based.

Level 2

- 8.2.10 Teachers balance the use of formative and summative assessments as appropriate to support, verify and document learning.
- 8.2.11 Teachers engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 8.2.12 Teachers design assessment methods that match learning objectives and minimize sources of bias that can distort assessment results.
- 8.2.13 Teachers work independently and collaboratively to examine summative assessments and other performance data to understand each learner's progress and to guide planning.
- 8.2.14 Teachers develop rubrics for the evaluation process.

8.3 ATTITUDES

Level 1

- 8.3.1 Teachers are discerning and non-judgmental when observing learners.
- 8.3.2 Teachers are committed to providing timely and effective descriptive feedback to learners on their progress.
- 8.3.3 Teachers believe in using multiple types of assessment processes to support, verify and document learning.
- 8.3.4 Teachers are committed to making accommodations in assessments and testing conditions for learners with special needs.

Level 2

- 8.3.5 Teachers embrace the active engagement of learners to review and communicate their own individual assessment process.
- 8.3.6 Teachers are committed to using various assessments and assessment data to identify learner strengths and challenges in order to promote learner development.

IV. PROFESSIONAL RESPONSIBILITY

The teacher's primary responsibility is to establish safe and productive learning environments. To do this well, teachers must engage in meaningful professional development and self-renewal by regularly examining their role through study, introspection and collaboration. This cycle of ongoing self-improvement is enhanced by collegial support, collaboration and administrative support. Such active engagement results in the discovery and implementation of improved teaching and learning, as well as greater career satisfaction and longevity. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish institutional mission and goals. Teachers benefit from and participate in collaboration with the community of educators and health care professionals. They demonstrate leadership by modeling ethical behavior and contributing to positive changes in instructional practice.

Standard 9: Professional Development and Ethical Conduct

Teachers participate in ongoing learning activities, engage in self-reflection, and receive 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.

9.1 KNOWLEDGE

- 9.1.1 Teachers understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their professional role.
- 9.1.2 Teachers understand how personal identity, worldview and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.
- 9.1.3 Teachers understand laws and administrative policies related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners).

- 9.1.4 Teachers know the prevailing regulations that govern the practice and teaching of massage therapy in their jurisdiction.
- 9.1.5 Teachers understand the distinction between a therapist-client relationship found in clinical settings – and the teacher-student relationship in educational settings.
- 9.1.6 Teachers understand how to develop and maintain appropriate boundaries.
- 9.1.7 Teachers know the current copyright regulations.

Level 2

- 9.1.8 Teachers know how to build and implement a plan for professional development directly aligned with their needs using feedback from teacher evaluations and observations, data on learner performance, and evolving standards in the field.

9.2 SKILLS

Level 1

- 9.2.1 Teachers use a variety of self-assessment and problem-solving strategies to analyze, adapt and reflect on their professional role.
- 9.2.2 Teachers engage in ongoing learning activities pertinent to their subject area to develop knowledge and skills in order to provide learners with engaging curriculum and learning experiences that are congruent with institutional, state and national standards.
- 9.2.3 Independently and in collaboration with colleagues, teachers use a variety of data (e.g., systematic observation, information about learners, research) to evaluate teaching procedures in the classroom.
- 9.2.4 Teachers actively seek resources from both within and outside the institution, as supports for analysis, reflection and problem-solving.
- 9.2.5 Teachers reflect on their personal biases and access resources to deepen their own understanding of cultural, ethnic, gender and learning differences to create a framework of professional neutrality.
- 9.2.6 Teachers advocate, model and teach safe, legal and ethical use of intellectual property and technology, including appropriate documentation of sources and respect for others in the use of social media.
- 9.2.6 Teachers maintain the confidentiality of all information regarding the experience of and academic records of the learner.
- 9.2.7 Teachers maintain appropriate professional boundaries in the teacher-learner relationship, and protect the integrity of the learner's experience.
- 9.2.8 Teachers maintain state credentials for the professional practice of massage therapy or other health care discipline (as required by jurisdiction).
- 9.2.9 Teachers follow the prevailing regulations that govern the practice and teaching of massage therapy in their jurisdiction.

Level 2

- 9.2.10 Teachers adapt self-assessment and problem-solving strategies to analyze and reflect upon their professional role.

9.3 ATTITUDES

Level 1

- 9.3.1 Teachers are committed to deepening understanding of their own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners.
- 9.3.2 Teachers see themselves as learners, seeking ongoing opportunities to draw upon developments in the field and research as sources of analysis and reflection to improve the effectiveness of teaching.
- 9.3.3 Teachers approach teaching as an art form – one that requires craft, sensitivity, creativity and intelligence, regardless of the subject matter or the number of learners in a classroom.
- 9.3.4 Teachers respect the expectations of the massage therapy field including codes of ethics, professional standards of practice, and relevant law and policy.
- 9.3.5 Teachers are committed to maintaining their own well-being and improving the well-being of others.

Standard 10: Collaboration

Teachers participate in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and health care professionals.

10.1 KNOWLEDGE

Level 1

- 10.1.1 Teachers understand the historical, cultural, political and social context of the massage therapy field.
- 10.1.2 Teachers know how to collaborate with others to support learners.
- 10.1.3 Teachers know how to contribute to a common culture that supports student learning.
- 10.1.4 Teachers know how to work with others and have developed skills in collaborative interaction appropriate for both face-to-face and online communication.

10.2 SKILLS

Level 1

- 10.2.1 Teachers take an active role as part of the instructional team, giving and receiving feedback, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for educational outcomes.
- 10.2.2 Teachers engage in mentorship with teaching assistants by modeling effective teaching practices.
- 10.2.3 Teachers work collaboratively with learners to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10.2.4 Teachers advocate for quality education that meets the needs of learners, strengthens the learning environment and supports the provision of effective care to massage therapy clients.

- 10.2.5 Teachers communicate using multiple formats (e.g. face-to-face, online, written and group).
- 10.2.5 Teachers engage in professional development activities to enhance their teaching skills.

Level 2

- 10.2.6 Teachers engage collaboratively to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10.2.7 Working with colleagues, teachers build ongoing connections within a community of educators and health care professionals to enhance student learning and development.

10.3 ATTITUDES

Level 1

- 10.3.1 Teachers accept the shared responsibility for shaping and supporting the mission of their institution or organization.
- 10.3.2 Teachers respect learners' beliefs and expectations and seek to work collaboratively with learners in setting and meeting goals.
- 10.3.3 Teachers embrace the challenge of change and continual improvement.
- 10.3.4 Teachers value opportunities to grow and develop with colleagues through interactions that enhance professional knowledge, skills and support student learning.

(End of Standards)

References

Primary Source Material for these Standards

This document is adapted from the *Model Core Teaching Standards: A Resource for State Dialogue*, developed by the Interstate Teacher Assessment and Support Consortium (InTASC), a program of the Council of Chief State School Officers (CCSSO).

It was first published in 1997, with a comprehensive update released by InTASC in April 2011. The Alliance for Massage Therapy Education is grateful to CCSSO for their permission to utilize this well-crafted and highly-respected resource.

Based in Washington, D.C., CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

Copies of the original InTASC document may be downloaded from the Council's website at <http://www.ccsso.org>.

Additional Sources

The following references were also used in the development of these standards:

- *Core Competencies of Nurse Educators*; National League for Nursing.
- *Ohio Standards for the Teaching Profession*; Ohio State Board of Education.
- *Pennsylvania Adult Teacher Competencies*; Pennsylvania Department of Education.
- *Professional Standards for Teachers in Adult Education*; Maryland Department of Labor, Licensing and Regulation.
- *Teaching Massage: Fundamental Principles in Adult Education for Massage Program Instructors*; 2008, Lippincott, Williams & Wilkins.

Glossary

This glossary includes terms that will assist teachers in understanding the competencies described in this document.

Abilities. The power or skill to do something.

Academic Language. Language that is tied to specific subject area disciplines, which captures – through vocabulary, grammar and organizational strategies – the complex ideas, higher-order thinking processes, and abstract concepts of the discipline. It is the language used in classrooms, textbooks and formal presentations in a subject area and differs in structure and vocabulary from everyday spoken English.

Andragogy. A theory of learning focused on the specific needs of adults. It stands in contrast to pedagogy, which refers to learning in childhood. Originally used in 1833 by Alexander Kapp (a German educator), Andragogy was developed into a theory of adult education by the American educator Malcolm S. Knowles. It describes a specific theoretical and practical approach, based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning. This approach can be stated with six assumptions related to the unique nature of adult learning:

- Adults need to know the reason for learning something. (Need to Know)
- Experience (including error) provides the basis for learning activities. (Foundation)
- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction. (Self-concept)
- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives. (Readiness)
- Adult learning is problem-centered rather than content-oriented. (Orientation)
- Adults respond better to internal versus external motivators. (Motivation)

Assessment. The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes, aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Formative Assessment. A process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Summative Assessment. The process of determining learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of

summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, national certification or licensure examinations.

Behaviorism. The school of psychology founded by John B. Watson based on the premise that behaviors can be measured, trained, and changed. Behaviorism, also known as behavioral psychology, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists also believe that our response to environmental stimuli shapes our behaviors. According to behaviorism, behavior can be studied in a systematic and observable manner with no consideration of internal mental states. This school of thought suggests that only observable behaviors should be studied, since internal states such as cognition, emotions and moods are too subjective.

Bloom's Taxonomy. A classification of learning objectives within education first proposed in 1956 by a committee of educators chaired by Benjamin Bloom who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals*. A revised version was published in 2000. Bloom's Taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three domains: *Cognitive*, *Affective*, and *Psychomotor* (sometimes described as knowing/head, feeling/heart and doing/hands respectively). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Body-centered. A process that integrates body, mind and spirit. All aspects of the person are listened to with integrity, respect, and kindness.

Case study. A published report about a person, group, or situation that has been studied over time; also a situation in real life that can be looked at or studied to learn about something.

Certification. As used in the massage therapy field, the term "certification" has three different meanings:

- 1) In a few states (such as California and Virginia), there is state-level certification but not licensure. This credential is voluntary, whereas state licensure is mandatory.
- 2) There is the voluntary certification program offered by the National Certification Board for Therapeutic Massage & Bodywork. This is separate from the processes of state licensure or certification.
- 3) Various independent providers of continuing education and advanced training may offer certification in specific modalities or proprietary treatment approaches. These private-level certifications may or may not fall under the oversight of national organizations.

Client-centered. General concepts include: individual autonomy and choice, partnership, therapist and client responsibility, enablement, contextual congruence, accessibility and respect for diversity.

Clinical Reasoning. Clinical reasoning involves more than the ability to offer explicit reasons that justify clinical decisions because it is also based on tacit understanding and habitual knowledge gained through experience. Clinical reasoning also involves more than a simple application of theory, particularly theory as understood in the natural sciences, because complex clinical tasks often require that the therapist

improvise a treatment approach that addresses the unique meaning of disability as it relates to a particular patient.

Cognitive. Of or pertaining to the mental processes of perception, memory, judgment and reasoning.

Cognitivism. Rooted in Gestalt psychology and the work of Jean Piaget, Cognitivism is the study in psychology that focuses on mental processes, including how people perceive, think, remember, learn, solve problems, and direct their attention to one stimulus rather than another. Psychologists working from a cognitivist perspective, then, seek to understand cognition. Contemporary research often links Cognitivism to the view that people process information as computers do, according to specific rules.

Collaboration. A style of interaction between individuals engaged in shared decision making as they work toward a common goal. Individuals who collaborate have equally valued personal or professional resources to contribute and they share decision-making authority and accountability for outcomes.

Constructivism. A type of learning theory that explains human learning as an active attempt to construct meaning in the world around us. Constructs are the different types of filters we choose to place over our realities to change our reality from chaos to order. Simply stated, it is a learning process which allows a student to experience an environment first-hand, thereby, giving the student reliable, trustworthy knowledge.

Content Knowledge. Includes not only a particular set of information, but also the framework for organizing information and processes for working with it. The traditional definition of content knowledge has been extended in these standards in three ways:

- Incorporating the notion of “pedagogical content knowledge,” which blends content and effective instructional strategies for teaching a particular subject matter, including appropriate representations and explanations
- Including connections to other disciplines and the development of new, interdisciplinary areas of focus such as integrative wellness, biomedicine, and research
- Including cross-disciplinary skills as tools of inquiry and means to probe content deeply and apply it in real world contexts

Continual Improvement. The continual improvement process (CIP or CI), often called a continuous improvement process, is an ongoing effort to improve products, services, or processes. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.

- The core principle of CIP is the (self) reflection of processes. (Feedback)
- The purpose of CIP is the identification, reduction, and elimination of suboptimal processes. (Efficiency)
- The emphasis of CIP is on incremental, continual steps rather than giant leaps. (Evolution)

Critical Thinking. The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
<http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Cross-disciplinary Skills. Skills that: 1) allow learners to probe content deeply (e.g., reading comprehension, critical thinking), 2) connect academic disciplines to one another (e.g., problem solving), 3) can be applied to and may be used differently within various fields (e.g., critical thinking in biology vs. critical thinking in literary analysis), and 4) should be taught explicitly in the context of a given content area (e.g., accessing and interpreting information). These skills include critical thinking, problem solving, collaboration, effective oral and written communication, accessing and analyzing information, as well as adaptability, creativity, initiative and entrepreneurialism.

Data and Use of Data. Factual, evidentiary forms of information about individuals or groups of learners that are collected, documented, organized, and analyzed for the purpose of making decisions about teaching and learning. Examples of learner data include, but are not limited to 1) learner demographics and background information, 2) documented information about learning needs and prior performance, 3) learner class work, homework, and other formal and informal works produced by the learner, 4) progress charts, records, and anecdotal teacher notes from formative assessments and/or classroom observations, 5) end-of-course teacher-developed tests or summative performances and course grades, and 6) external test scores.

The use of data in instructional decision making is a continuous, cyclical process of making instructional decisions based on the analysis of learner data. Using data to inform instructional decisions involves key processes: analysis, planning, implementation and reflection. Data-informed instructional decision making uses data from multiple sources to understand learning strengths and needs in order to suggest classroom and institution-wide instructional solutions.

Diverse Learners and Learning Differences. Diverse learners and students with learning differences are those who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. Learning differences are manifested in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes.

Diversity. Inclusivity of individual differences (e.g., personality, interests, learning styles, work history and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

Emotional Tone. The underlying emotional state an individual is experiencing at any given moment, also referred to as *mood*.

Empirical. Depending upon experience or observation alone, without using scientific method or theory, especially as in medicine.

Engagement. The process of leading students to actively participate in learning activities and to do what is necessary to ensure their performance and success.

Evidence-based. Evidence-based programs or practices are those that have repeatedly and consistently demonstrated desirable outcomes through application of scientific research methods (replicated experimental, experimental, or quasi-experimental).

Evidence-informed. An evidence-informed practice is one that is guided by practitioner wisdom, qualitative studies and findings from basic research – and that has written guidelines, a strong logic model, and a history of demonstrating positive results. It may be rated “Promising” or “Emerging” by at least one source that rates evidence-based programs.

Knowledge. See *Content Knowledge*.

Leadership. In this document, leadership refers to a set of attributes and behaviors that include but are not limited to the following. A teacher who exhibits leadership:

- Views his/her role in education as multifaceted;
- Has a keen sense of ethical responsibility to advance the profession of teaching while simultaneously advancing knowledge, skills, and opportunities for each learner;
- Is deeply committed to teaching that includes a willingness to actively engage in professional development to expand knowledge about teaching and learning;
- Demonstrates willingness to take on the mantle of leadership in the classroom and among colleagues without a formal title;
- Recognizes when to lead and when it is appropriate to allow others to lead;
- Knowledge of when and how to marshal a variety of stakeholders to work toward a common cause;
- Gathers resources, both human and other, for the betterment of the students and the school;
- Makes sound decisions based on the appropriate use and interpretation of quality data and evidence;
- Functions well in professional communities;
- Contributes to institutional improvement; and
- Inspires his/her students and colleagues to excellence.

Learning Environment. A complex setting designed to attend to the learner(s), the context, and the content simultaneously. Regardless of the setting – whether traditional classroom, virtual, or other alternative format – a learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing effective teacher-learner relationships, and creating a sense of belonging between and among learners.

Learning Progressions. Descriptions of increasingly sophisticated ways of thinking about a topic and have been proposed as solutions to such educational problems as a lack of curricular coherence, developmental inappropriateness of curricula, misalignment between instruction and assessment, and weaknesses in support for valued teaching practices. They can support teachers’ formative assessment practices and help teachers use learners’ prior knowledge in productive ways. By laying out the territory that learners are likely to traverse in coming to understand a given concept, these tools can help teachers recognize their learners’ misconceptions as productive steps on the way to full understanding.

Mastery. Display of excellent skill or knowledge according to predetermined parameters.

Metacognition. Often simply defined as "thinking about thinking." Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control (Jennifer Livingstone, 1997).

Motivation. The stimulus, incentive, or inducement to act or react in a certain way. Purposeful behavior is motivated behavior, which means that either physiologic or social stimuli activate or motivate a person to do something.

Multiple Intelligences. The theory of multiple intelligences was first proposed in 1983 by developmental psychologist Howard Gardner as a model of intelligence that differentiates intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability. Gardner believes that nine abilities meet these criteria: *Spatial, Linguistic, Logical-mathematical, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic* and *Existential*.

Observation. To look at, watch or notice learners with clear criteria and from a place of professional neutrality. The purpose of observation is to collect data consistently over a period of time in order to provide feedback that is grounded in the learner's participation and performance.

Pedagogy. The study of being a teacher or the process of teaching. The term generally refers to the teaching of children, but is used generically to refer to the art and science of teaching at all levels of education. Pedagogy derives from the ancient Greek word *paidagogeō*, meaning "to lead the child". In the realm of adult learning, the analogous term is Androgogy.

Professional Development. Includes comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Professional development needs to address both an individual teacher's goals for professional growth and the larger organizational learning priorities for institutional improvement. Professional learning engages teachers in working with others to deepen their content knowledge, sharpen their instructional skills, and develop their ability to use data for meaningful decision making. Thus, professional learning is an ongoing, job-embedded process that supports transfer of newly-learned knowledge and skills to practice. Such learning also needs to be evaluated and refined on an ongoing basis.

Rubric. A guide listing specific criteria for grading or scoring academic papers, projects or tests.

Self-reflection. The capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence.

Self-responsibility. In the context of self-development, responsibility (also known as self-responsibility) is the acknowledgment that individuals, through their thinking, feeling and behaving, are in control of how they experience life. <http://www.positive-thinking-principles.com/what-is-responsibility.html>

Skill. See **Cross Disciplinary Skills**.

Somatic. From the Greek word soma, meaning "the body". The ancient Greek use of the word referred not only to the physical or corporeal body, but the lived and sensate body that the individual can perceive within him or herself. The contemporary term "somatics" was coined by Thomas Hanna, PhD, who expanded the concept of "soma" into therapeutic and educational domains. Somatic Learning, then, is the engagement of the body and internal awareness of the body in the process of acquiring new knowledge and skills. This is a traditional part of massage therapy education.

Spirit. Comes from the Latin word *spiritus*, meaning "breath". Air, life essence, soul; the incorporeal principle of life, the vital principle of man, conscious being as opposed to matter; vigor, courage, aliveness (Webster Living Dictionary). Spirit entails courage, tenacity, and commitment, alignment with principle, demonstration of excellence, honor, respect and humility (Hawkins, D., *Power vs. Force*, 2003).

Spiritual. Relating to, consisting of, or affecting the spirit.

Spirituality. The quality or state of being. In this document, the use of this term does not include a context of specific religious practice or affiliation.

Standards of Evidence. Standards of evidence are usually applied to assess the quality and rigor of individual research studies to determine the findings that should be included (or excluded) from an evidence pool of related findings. Through systematic review processes, it is possible to show, across a series of high-quality research studies, what the results in the evidence pool indicate about "what works." http://www.ncddr.org/standards_over.html

Student-centered. An approach that places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the teacher evaluating the student's progress toward learning objectives. The curriculum is constructed based on the needs, interest, purposes and abilities of the learners. Teachers attempt to maximize student productivity, knowledge acquisition, skills augmentation and development of personal and professional abilities. Teachers may use a variety of instructional tools and methods, as well as flexible arrangements of time and place. This method encourages students to take an active role in their learning. <http://www.opppapers.com/essays/Approaches-To-Curriculum-Design/228210>

Subject-centered. This approach focuses on integrating different topics into a single subject. It consists of having students in classes for one subject at a time in blocks of time.

Teacher-centered. A traditional approach of teaching, where the teacher determines the content to be taught, plans for instruction, implements the instructional plan, and evaluates the students' progress. This method puts the responsibility of learning directly on the instructor. <http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf>