

STANDARD 1

Learner Development & Well Being

1.1 - KNOWLEDGE

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 – 1.1.1: Teachers understand how learners construct knowledge, acquire and embody skills, develop disciplined thinking processes and somatic awareness.	<ul style="list-style-type: none"> Understand stages of psychomotor development Understand stages of psychosocial development Understand stages of personality development 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can assess student readiness and preparation for academic material Educator will design learning objectives appropriate for stage of education (ex: beginner, intermediate, advanced)
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.	<ul style="list-style-type: none"> Understand various models of adult education Understand stages of psychosocial development Understand stages of personality development 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can list Knowle's qualities of an adult learner and/or qualities of learners described in other models of adult education Educator can describe Bloom's taxonomy of higher learning
1.1.3: Teachers of hands-on courses understand the importance of and strategies for ergonomics and proper body mechanics.	<ul style="list-style-type: none"> Understand and explain principles of ergonomics of body mechanics, including angle, force and load 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, test, quiz, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate proper body mechanics for performance of a full body Swedish massage Educator can demonstrate incorrect body mechanics to illustrate proper and improper ergonomics Explain the importance of proper body mechanics
1.1.4: Teachers are aware of resources that enhance learners' study skills.	<ul style="list-style-type: none"> Identify institutional resources to enhance student learning 	<ul style="list-style-type: none"> <i>* Direct (summative or formative) – demonstration, assignment</i> 	<ul style="list-style-type: none"> Educator will provide appropriate resources to learner on how to improve 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.	<ul style="list-style-type: none"> Understand various models of adult education Understand stages of psychosocial development Understand stages of personality development Understand how to design instruction for each level of Bloom's taxonomy 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment</i> 	<ul style="list-style-type: none"> Educator will design learning objectives, lesson plans and assessment tools appropriate for learner stage of development

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1.2 - SKILLS

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 – 1.2.1: Teachers know how to use instructional strategies that promote student learning.	<ul style="list-style-type: none"> Identify and describe various instructional approaches suitable for use in adult education Identify and describe different types of learning styles 	<ul style="list-style-type: none"> <i><u>Direct</u> (summative or formative) - demonstration, quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate multiple approaches to instruction applicable for students with different learning styles Educator will prepare course objectives, lesson plans and sample assessment tool
1.2.2: Teachers identify readiness for learning, utilizing the information on how development in any one area may affect performance in others.	<ul style="list-style-type: none"> Identify methods for assessment of learner knowledge and aptitude Describe assessment process of learner knowledge and aptitude 	<ul style="list-style-type: none"> <i><u>Direct</u> (summative or formative) - assignment, demonstration,</i> <i><u>Indirect</u> - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can accurately determine learner's understanding of subject matter and key course objectives
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.	<ul style="list-style-type: none"> Identify methods for assessment of learner performance Describe assessment process of learner performance Outline process of lesson plan modification 	<ul style="list-style-type: none"> <i><u>Direct</u> (summative or formative) - assignment, demonstration, test</i> <i><u>Indirect</u> - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can demonstrate multiple approaches to instruction applicable for students with different learning styles Educator will prepare course objectives, lesson plans and sample assessment tool
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.	<ul style="list-style-type: none"> Understand and explain principles of ergonomics of body mechanics, including angle, force and load 	<ul style="list-style-type: none"> <i><u>Direct</u> (summative or formative) - demonstration, quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate proper body mechanics for performance of a full body Swedish massage Educator can demonstrate incorrect body mechanics to illustrate proper and improper ergonomics
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.	<ul style="list-style-type: none"> Identify instructional strategies that promote active learning in the education process Utilize methods to increase learners' awareness of somatic and emotional responses in the classroom 	<ul style="list-style-type: none"> <i><u>Direct</u> (summative or formative) - demonstration</i> <i><u>Indirect</u> - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can communicate verbally and in writing course requirements and student responsibilities for successful course completion Educator can communicate about the relationship between mind, emotion and body structure

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1.2 - SKILLS

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
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.	<ul style="list-style-type: none"> Understand the role stress plays in the learning environment Identify and describe tools for self-care Identify appropriate resources for learners' self-care and personal support 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can effectively track learners' responses and behaviors to stress Educator will communicate appropriate resources for learners' self-care and personal support
1.2.7: Teachers work collaboratively with learners and administration to identify and implement new strategies to overcome obstacles to learning.	<ul style="list-style-type: none"> Utilize administrative support to manage learners' academic progress and improve performance when needed Utilize learner input to improve academic progress and performance 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will meet with learner and administrative staff to create an improvement plan for academic progress and performance Educator will document improvement plan and monitor accordingly
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.	<ul style="list-style-type: none"> Understand stages of psychosocial and personality development Understand how to create a lesson plan that includes accommodations for advanced and/or remedial learner progress 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can assess learners' strengths and challenges with course information Educator will create a lesson plan to include options for advanced and/or remedial learner progress
1.2.9: Teachers effectively engage with learners to help them recognize their feelings and reactions.	<ul style="list-style-type: none"> Understand principles of effective communication Utilize tools for effective interpersonal communication with learners 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will conduct learner self-evaluations Educator will demonstrate effective interpersonal communication skills with learners
1.2.10: Teachers develop strategies to help learners work through feelings as they focus on clients' needs.	<ul style="list-style-type: none"> Understand transference and countertransference Utilize tools for learner self-care 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will provide tools for learners' exploration of feelings and emotions while remaining client-centered

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1.3 - ATTITUDES

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 – 1.3.1: Teachers respect learners' differing strengths, needs and areas of challenge.	<ul style="list-style-type: none"> Understand qualities of multi-generational learners Understand qualities of effective leadership 	<ul style="list-style-type: none"> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs
1.3.2: Teachers support learners' self-responsibility in their process of growth and development.	<ul style="list-style-type: none"> Understand qualities of multi-generational learners Understand qualities of effective leadership Understand stages of psychosocial and personality development 	<ul style="list-style-type: none"> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner
1.3.3: Teachers value the input and contributions of colleagues and other professionals in supporting each learner's process of growth and development.	<ul style="list-style-type: none"> Utilize input from professional and inter-professional community of complementary and alternative medical providers and educators 	<ul style="list-style-type: none"> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will gather data and input from a variety of professional and inter-professional sources Educator will participate in professional and inter-professional development activities
1.3.4: Teachers value the input and contributions of learners' personal support systems in their process of growth and development when designing instruction.	<ul style="list-style-type: none"> Understand psychosocial needs of multi-generational learners Understand principles of multicultural diversity 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will gather and analyze feedback from learners' support systems Educators will demonstrate awareness of multicultural sensitivity
1.3.5: Teachers are respectful of the body-centered and emotional nature of somatic-based education.	<ul style="list-style-type: none"> Understand principles of somatic psychology Understand principles of experiential-based learning 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner
Level 2: 1.3.6: Teachers recognize learners' emotional challenges.	<ul style="list-style-type: none"> Understand principles of abnormal psychology Recognize signs of behavioral disturbances and/or mental illness 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner