

## EDUCATOR CERTIFICATION PORTFOLIO RUBRIC

Applicant Name \_\_\_\_\_

Reviewer Name \_\_\_\_\_

Date, Time \_\_\_\_\_

<b>Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Meets:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Not Meet:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend for Certification?    Yes <input type="checkbox"/> No <input type="checkbox"/>										

### STANDARD 1: LEARNER DEVELOPMENT AND WELL-BEING

<p><b>Standard 1: Learner Development and Well-being</b></p> <p>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 maintain a focus on the progress of learners throughout the educational process.</p>	<p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Responses</li> <li><input type="checkbox"/> Statement of Interest</li> <li><input type="checkbox"/> Letters of Recommendation</li> <li><input type="checkbox"/> Course Syllabus or Outline</li> <li><input type="checkbox"/> Lesson Plans</li> <li><input type="checkbox"/> Formative Assessments</li> <li><input type="checkbox"/> Summative Assessments</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Course Evaluations</li> </ul> <p><b>Potential Examples:</b>            Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p><b>Meets Expectations:</b> <input type="checkbox"/></p> <p>The applicant <b>clearly showed</b> evidences 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>Evidences indicate that the applicant <b>knows</b> the learning needs of learner(s) and <b>demonstrates</b> differentiating and integrating teaching and learning approaches.</p>	<p><b>Does Not Meet Expectations:</b> <input type="checkbox"/></p> <p>The applicant evidences were <b>lacking in quality and number</b> and do not indicate the standard has been met.</p> <p>Evidences are poorly designed and rarely address the standard.</p> <p>The applicant needs to integrate knowledge of teaching and learning for learner(s) development and well-being.</p>
<p><b>Comments:</b></p> <div style="text-align: right; margin-top: 20px;">Evidence Not Found: <input type="checkbox"/></div>			

## STANDARD 2: LEARNING DIFFERENCES AND INTEGRATIVE APPROACHES

### 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.

#### Sources of Evidence:

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

#### Potential Examples:

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

#### Meets Expectations: ☐

The applicant **clearly showed** evidences 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.

Evidences indicate that the applicant **knows** the learning needs of learner(s) and **demonstrates** differentiating and integrating teaching and learning approaches.

#### Does Not Meet Expectations: ☐

The applicant evidences were **lacking in quality and number** and do not indicate the standard has been met.

Evidences are poorly designed and rarely address the standard.

The applicant needs to integrate knowledge of teaching and learning for learner(s) differences and integrative approaches.

#### Comments:

Evidence Not Found: ☐

## STANDARD 3: LEARNING ENVIRONMENTS

<p><b>Standard 3: Learning Environments</b></p> <p>Teachers 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.</p>	<p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Responses</li> <li><input type="checkbox"/> Statement of Interest</li> <li><input type="checkbox"/> Letters of Recommendation</li> <li><input type="checkbox"/> Course Syllabus or Outline</li> <li><input type="checkbox"/> Lesson Plans</li> <li><input type="checkbox"/> Formative Assessments</li> <li><input type="checkbox"/> Summative Assessments</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Course Evaluations</li> </ul> <p><b>Potential Examples:</b>            Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Classroom/ learner contracts, Activities, Feedback to learner(s)</p>	<p><b>Meets Expectations:</b> <input type="checkbox"/></p> <p>The applicant <b>clearly showed</b> evidences of creating learning environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Evidences indicate that the applicant <b>knows</b> about learning environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p><b>Does Not Meet Expectations:</b> <input type="checkbox"/></p> <p>The applicant evidences were <b>lacking in quality and number</b> and do not indicate the standard has been met.</p> <p>Evidences are poorly designed and rarely address the standard.</p> <p>The applicant needs to integrate knowledge of creating environments that support individual and collaborative learning.</p>
<p><b>Comments:</b></p>			

**Evidence Not Found:** ☐

## STANDARD 4: CONTENT KNOWLEDGE

<p><b>Standard 4: Content Knowledge</b></p> <p>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.</p>	<p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Responses</li> <li><input type="checkbox"/> Statement of Interest</li> <li><input type="checkbox"/> Letters of Recommendation</li> <li><input type="checkbox"/> Course Syllabus or Outline</li> <li><input type="checkbox"/> Lesson Plans</li> <li><input type="checkbox"/> Formative Assessments</li> <li><input type="checkbox"/> Summative Assessments</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Course Evaluations</li> </ul> <p><b>Potential Examples:</b>            Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p><b>Meets Expectations:</b> <input type="checkbox"/></p> <p>The applicant <b>clearly showed</b> evidences 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>Evidences indicate that the applicant <b>knows</b> central concepts, tools of inquiry, and structures of the subject(s) they teach in an accessible, meaningful learning environment that assures competency in the content.</p>	<p><b>Does Not Meet Expectations:</b> <input type="checkbox"/></p> <p>The applicant evidences were <b>lacking in quality and number</b> and do not indicate the standard has been met.</p> <p>Evidences are poorly designed and rarely address 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 subject accessible and meaningful for learners to assure competency in the content.</p>
<p><b>Comments:</b></p>			

**Evidence Not Found:** ☐

## STANDARD 5: APPLICATION OF CONTENT

### 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 also understand how to build the comprehensive skills needed for the practice of massage therapy.

#### Sources of Evidence:

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

#### Potential Examples:

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

#### Meets Expectations: ☐

The applicant **clearly showed** evidences of understanding how to connect theory and methodology and use differing perspectives to engage learners in critical thinking and creativity. They also understand how to build the comprehensive skills needed for the practice of massage therapy.

Evidences indicate that the applicant **knows** how to connect theory and methodology and use differing perspectives to engage learners in critical thinking and creativity. They also **know** how to build the comprehensive skills needed for the practice of massage therapy.

#### Does Not Meet Expectations: ☐

The applicant evidences were **lacking in quality and number** and do not indicate the standard has been met.

Evidences are poorly designed and rarely address the standard.

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 evidences do not demonstrate that the applicant knows how to build needed comprehensive skills in learner(s) for the practice of massage and bodywork.

### Comments:

Evidence Not Found: ☐

## STANDARD 6: PLANNING FOR INSTRUCTION

### 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.

#### Sources of Evidence:

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

#### Potential Examples:

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

#### Meets Expectations: ☐

The applicant **clearly showed** evidences of planning instruction that supports every learner 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.

Evidences indicate that the applicant **knows** how to plan instruction that supports every learner in meeting well-defined learning objectives by drawing upon knowledge of subject, curriculum, andragogy and pedagogy. They also **know** how to draw upon knowledge of learners and the body-centered nature of massage therapy education.

#### Does Not Meet Expectations: ☐

The applicant evidences were **lacking in quality and number** and do not indicate the standard has been met.

Evidences are poorly designed and rarely address the standard.

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. They also draw upon knowledge of learners and the body-centered nature of massage therapy education.

#### Comments:

Evidence Not Found: ☐

## STANDARD 7: INSTRUCTIONAL STRATEGIES AND DELIVERY

### 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.

#### Sources of Evidence:

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

#### Potential Examples:

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

#### Meets Expectations: ☐

The applicant **clearly showed** evidences 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.

Evidences indicate that the applicant **knows** how to 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.

#### Does Not Meet Expectations: ☐

The applicant evidences were **lacking in quality and number** and do not indicate the standard has been met.

Evidences are poorly designed and rarely address the standard.

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.

#### Comments:

Evidence Not Found: ☐

## STANDARD 8: OBSERVATION AND ASSESSMENT

<p><b>Standard 8: Observation and Assessment</b></p> <p>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.</p>	<p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Responses</li> <li><input type="checkbox"/> Statement of Interest</li> <li><input type="checkbox"/> Letters of Recommendation</li> <li><input type="checkbox"/> Course Syllabus or Outline</li> <li><input type="checkbox"/> Lesson Plans</li> <li><input type="checkbox"/> Formative Assessments</li> <li><input type="checkbox"/> Summative Assessments</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Course Evaluations</li> </ul> <p><b>Potential Examples:</b>            Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p><b>Meets Expectations:</b> <input type="checkbox"/></p> <p>The applicant <b>clearly showed</b> evidences 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>Evidences indicate that the applicant <b>knows</b> how to 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>	<p><b>Does Not Meet Expectations:</b> <input type="checkbox"/></p> <p>The applicant evidences were <b>lacking in quality and number</b> and do not indicate the standard has been met.</p> <p>Evidences are poorly designed and rarely address 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>
<p><b>Comments:</b></p> <div style="height: 250px;"></div> <p style="text-align: right;"><b>Evidence Not Found:</b> <input type="checkbox"/></p>			



## STANDARD 9: PROFESSIONAL DEVELOPMENT AND ETHICAL CONDUCT

### 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.

#### Sources of Evidence:

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

#### Potential Examples:

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

#### Meets Expectations: ☐

The applicant **clearly showed** evidences of participating 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 brought a high level of ethical awareness to their work with learners and colleagues, and maintain a healthy balance in their professional life.

Evidences indicate that the applicant **participated** in ongoing learning activities, engaged in self-reflection, and received input from others on the performance of their duties to increase their knowledge and skills. They also brought a **high level** of ethical awareness to their work with learners and colleagues, and maintain a healthy balance in their professional life.

#### Does Not Meet Expectations: ☐

The applicant evidences were **lacking in quality and number** and do not indicate the standard has been met.

Evidences are poorly designed and rarely address the standard.

The applicant does not appear to engage 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. The applicant does not bring a high level of ethical awareness to their work with learners and colleagues, and maintain a healthy balance in their professional life.

Comments:

Evidence Not Found: ☐

## STANDARD 10: COLLABORATION

<p><b>Standard 10: Collaboration</b></p> <p>Teachers participate in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and health care professionals.</p>	<p><b>Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Responses</li> <li><input type="checkbox"/> Statement of Interest</li> <li><input type="checkbox"/> Letters of Recommendation</li> <li><input type="checkbox"/> Course Syllabus or Outline</li> <li><input type="checkbox"/> Lesson Plans</li> <li><input type="checkbox"/> Formative Assessments</li> <li><input type="checkbox"/> Summative Assessments</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Course Evaluations</li> </ul> <p><b>Potential Examples:</b>            Demonstration, Assignment, Discussion, Quiz, Test, Survey, Self-evaluation, Case Study, Reflection, Video, Activities, Feedback to learner(s)</p>	<p><b>Meets Expectations:</b> <input type="checkbox"/></p> <p>The applicant <b>clearly showed</b> evidences 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>Evidences indicate that the applicant <b>participated</b> in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals.</p>	<p><b>Does Not Meet Expectations:</b> <input type="checkbox"/></p> <p>The applicant evidences were <b>lacking in quality and number</b> and do not indicate the standard has been met.</p> <p>Evidences are poorly designed and rarely address 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>
<p><b>Comments:</b></p> <div style="height: 300px;"></div> <p style="text-align: right;"><b>Evidence Not Found:</b> <input type="checkbox"/></p>			