EDUCATOR CERTIFICATION PORTFOLIO RUBRIC

Applicant Name		Competencies	1	2	3	4	5	6	7	8	9	10
Reviewer Name		Meets: Does Not Meet:										
Date, Time		Recomm	end f	or Ce	rtifica	tion?	Υє	es 🗆	No	<u> </u>		
0.7	ANDARD A LEARNED DEV	EL ORMENT A	ND V			1110						
S1.	ANDARD 1: LEARNER DEV	ELOPMENTA	ND V	WEL	L-BE	ING						
Standard 1: Learner	Sources of Evidence:	Meets Expectat	tions:	:		Do	es N	ot Me	eet			
Development and Well-being						Ex	pecta	ation	s:			
	Application Responses	The applicant cl	_									
Teachers recognize that	☐ Statement of Interest	evidences of aw						olican				
patterns of learning and	□ Letters of Recommendation	importance of th						in qu				
development vary individually	☐ Course Syllabus or Outline☐ Lesson Plans	of learner develo	•			1 -		not in		e the	stand	dard
within and across the physical, cognitive, emotional, spiritual	☐ Formative Assessments	well-being throu such as multiple	_			mas	s bee	en me	ı.			
and social aspects. Teachers	☐ Summative Assessments	to instruction, as				Fvi	denc	ces ar	e noc	orly d	esiar	ed
design and implement	☐ Videos	and appropriate		,				ely ad	-	-	_	
developmentally appropriate	☐ Course Evaluations	learners' self-ca					<i>x</i> 1010	Jiy uu	ai co	5 (110	otarre	iaia.
and challenging learning		support.				The	e apr	olican	t nee	ds to		
experiences and maintain	Potential Examples:	''						e kno			teach	ning
a focus on the progress	Demonstration, Assignment,	Evidences indica	ate th	at the	:	and	leal t	rning	for le	arner	(s)	
of learners throughout the	Discussion, Quiz, Test, Survey,	applicant knows			ng	dev	/elop	ment	and	well-	eing	
educational process.	Self-evaluation, Case Study,	needs of learner	` '									
	Reflection, Video, Activities,	demonstrates			_							
	Feedback to learner(s)	and integrating t		ing ar	nd							
		learning approac	cnes.			<u></u>						
Comments:												
												_
							Ev	idenc	e No	t Fou	ınd:	

STANDARD 2: LEARNING DIFFERENCES AND INTEGRATIVE APPROACHES Standard 2: Learning Sources of Evidence: **Meets Expectations: Does Not Meet Differences and Integrative Expectations: Approaches** ■ Application Responses The applicant clearly showed ■ Statement of Interest evidences of understanding The applicant evidences were Teachers use understanding ☐ Letters of Recommendation individual differences and lacking in quality and number of individual differences and ☐ Course Syllabus or Outline culture factors to ensure and do not indicate the standard cultural factors to ensure □ Lesson Plans has been met. inclusive learning environments □ Formative Assessments inclusive learning environments that enable learners to that enable learners to □ Summative Assessments Evidences are poorly designed meet their full potential, and meet their full potential, and recognize the interconnected and rarely address the standard. □ Videos □ Course Evaluations recognize the interconnected nature of human experience nature of human experience to provide adult learners with The applicant needs to to provide adult learners with **Potential Examples:** rich opportunities for personal integrate knowledge of teaching rich opportunities for personal Demonstration, Assignment, growth and integration. and learning for learner(s) growth and integration. Discussion, Quiz, Test, Survey, differences and integrative Self-evaluation, Case Study, Evidences indicate that the approaches. Reflection, Video, Activities, applicant knows the learning Feedback to learner(s) needs of learner(s) and demonstrates differentiating and integrating teaching and learning approaches. Comments:

Evidence Not Found:

STANDARD 3: LEARNING ENVIRONMENTS						
Standard 3: Learning Environments	Sources of Evidence:	Meets Expectations: □	Does Not Meet Expectations:			
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.	□ 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, Classroom/ learner contracts, Activities, Feedback to learner(s)	The applicant clearly showed evidences of creating learning environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation. Evidences indicate that the applicant knows about learning environments that support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	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 creating environments that support individual and collaborative learning.			
Comments:						
			Evidence Not Found:			

STANDARD 4: CONTENT KNOWLEDGE Standard 4: Content Sources of Evidence: **Does Not Meet Meets Expectations:** Knowledge **Expectations:** ■ Application Responses The applicant clearly showed The applicant evidences were Teachers understand the ☐ Statement of Interest evidences of understanding ☐ Letters of Recommendation lacking in quality and number central concepts, tools of the central concepts, tools of inquiry, and structures of the ☐ Course Syllabus or Outline inquiry, and structures of the and do not indicate the standard ☐ Lesson Plans subject(s) they teach. They subject(s) they teach. They has been met. create learning experiences ☐ Formative Assessments create learning experiences that make these aspects of □ Summative Assessments that make these aspects of Evidences are poorly designed the subject accessible and □ Videos the subject accessible and and rarely address the standard. □ Course Evaluations meaningful for learners to meaningful for learners to assure competency in the assure competency in the The applicant needs to integrate content. **Potential Examples:** knowledge of central concepts. content. Demonstration, Assignment, tools of inquiry, and structures Discussion, Quiz, Test, Survey, Evidences indicate that the of the subject(s) they teach and in creating learning experiences Self-evaluation, Case Study, applicant knows central Reflection, Video, Activities, that make these aspects of concepts, tools of inquiry, and Feedback to learner(s) the subject accessible and structures of the subject(s) they teach in an accessible, meaningful for learners to meaningful learning assure competency in the environment that assures content. competency in the content. Comments: **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)	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. Comments:	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)	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: \Box

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.

Evidence	Not	Found:
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STANDARD 8: OBSERVATION AND ASSESSMENT							
Standard 8: Observation and Assessment	Sources of Evidence:	Meets Expectations: □	Does Not Meet Expectations:				
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.	□ 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)	The applicant clearly showed 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. Evidences indicate that the applicant knows 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.	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 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.				
Comments:							
			Evidence Not Found:				

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.

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STANDARD 10: COLLABORATION						
Standard 10: Collaboration	Sources of Evidence:	Meets Expectations:	Does Not Meet Expectations:			
Teachers participate in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and health care professionals.	□ 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)	The applicant clearly showed evidences of participating in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals. Evidences indicate that the applicant participated in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals.	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 participate in activities that advance the art and science of massage therapy through collaboration with colleagues and other education and healthcare professionals.			
Comments:			Evidence Not Found: □			