

# PORTFOLIO PREPARATION SERIES

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Session One  
Self-Assessment

## TODAY'S OBJECTIVES

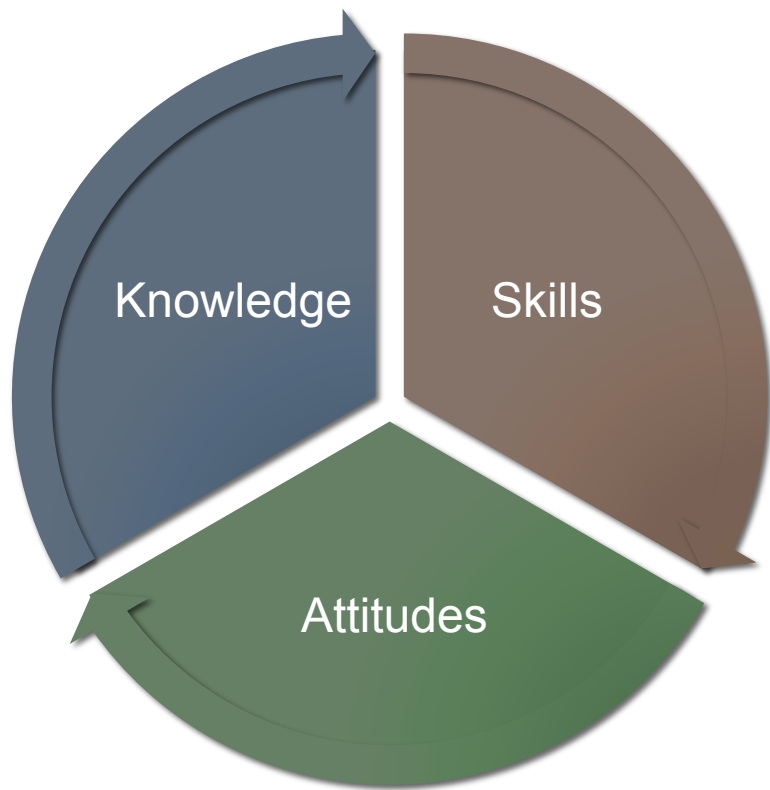
- Review the Core Competencies for Massage Therapy Teachers (10 Standards).
- List various ways to show evidence of competence in these Standards.
- Assess our own levels of competence for each Standard.

# CORE COMPETENCIES FOR MASSAGE THERAPY TEACHERS

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A Model for Professional Development

# Competence = KSAs



## **Knowledge:**

something you have learned or discovered

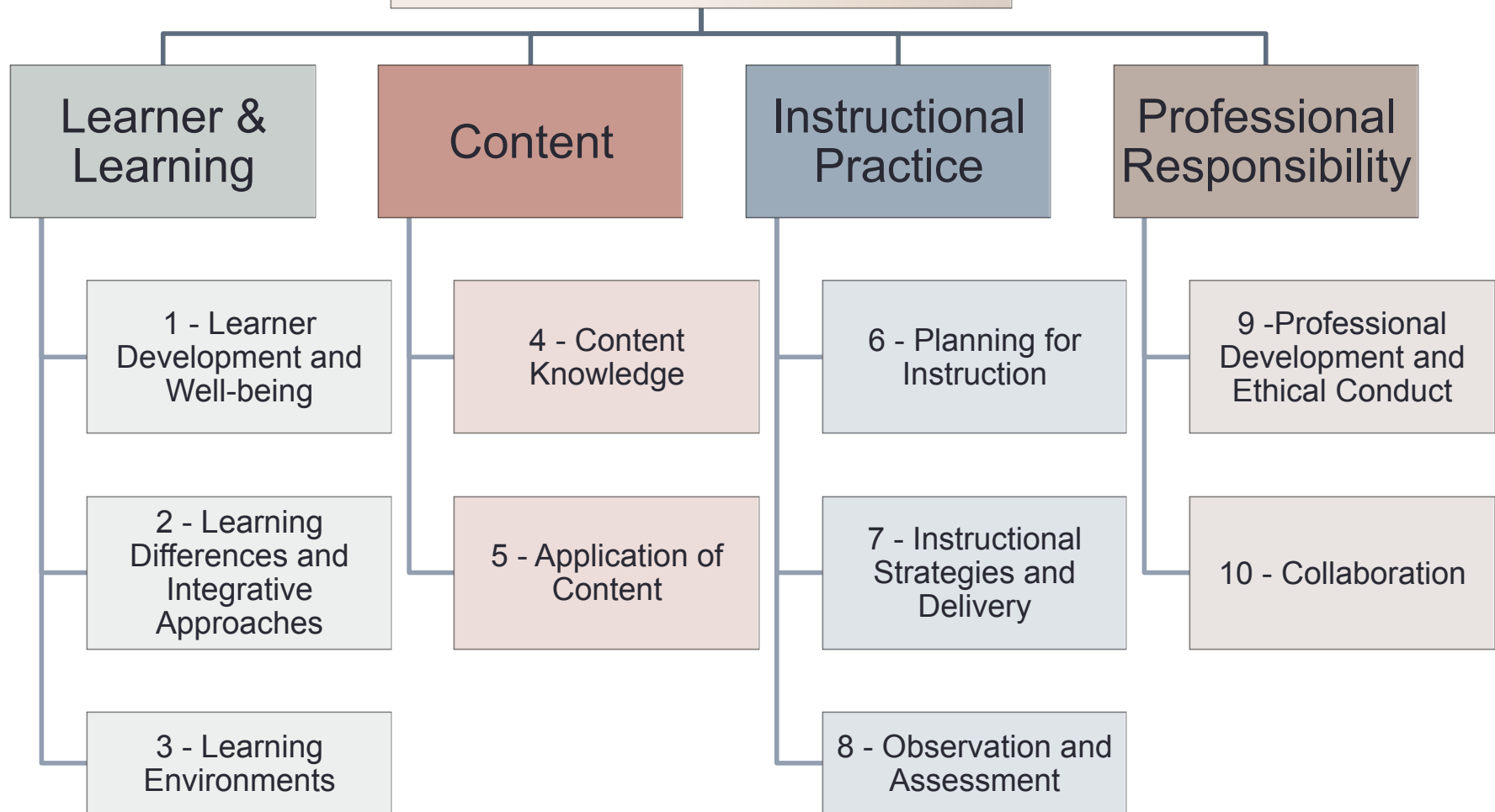
## **Skill:**

something you do well and consistently

## **Attitude:**

your internal state, value or belief that influences your choices/decisions

# Core Competencies for Massage Therapy Educators



# THE LEARNER AND LEARNING

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Standards 1-3

# Standard 1: Learning Development and Well-being

## Knowledge:

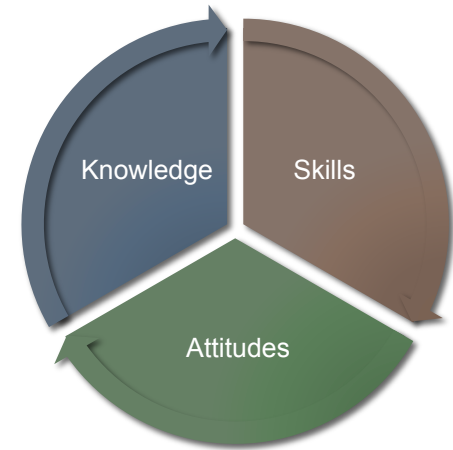
- how learning happens
- personal development plays a part
- ergonomics and body mechanics
- aware of resources

## Skills:

- use instructional strategies
- identify readiness for learning
- assess performance and modify instruction when appropriate
- demonstrate ergonomics/body mechanics
- promote self-responsibility and body awareness
- promote self-care and make appropriate referrals
- work collaboratively

## Attitudes:

- respect differences, support growth/development, value input from colleagues/professionals/personal support systems, respect body-centered and emotional nature of somatic education



## Standard 2: Learning Differences and Integrative Approaches

### Knowledge:

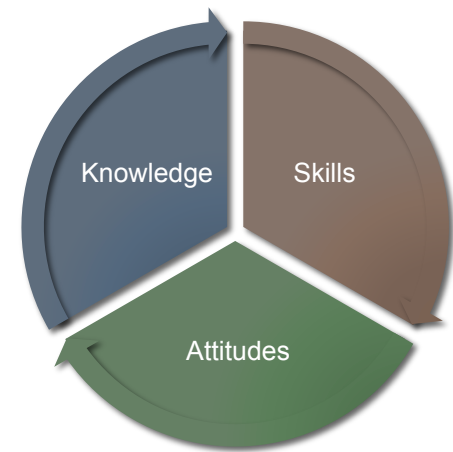
- culture, family, education, socioeconomic influences
- interconnectedness
- somatic learning is unique
- differences in approaches to learning
- appropriate accommodations

### Skills:

- adapt instruction
- personal experiences/cultural norms
- cognitive, sensory, emotional, kinesthetic
- collaborate to provide accommodations

### Attitudes:

- respect and value all learners/abilities, appreciate self-respect and learners' process of respecting others, unbiased regarding cultural/familial/individual educational backgrounds





# Standard 3: Learning Environments

## Knowledge:

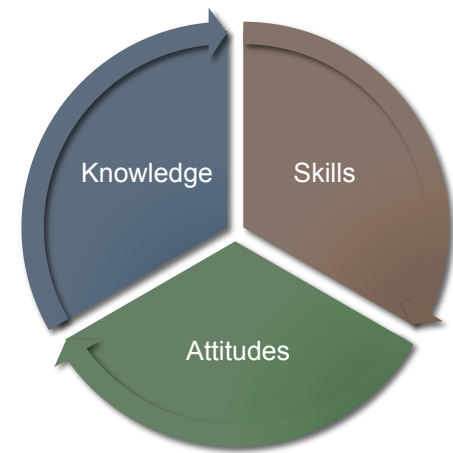
- motivation and engagement
- classroom management
- teacher-learner relationship
- learner diversity affects communication
- therapeutic equipment, current electronic media
- principles and requirements of academic honesty

## Skills:

- create and manage safe/encouraging environment, set the emotional tone
- collaborate to develop shared values and expectations
- compliance with academic honor codes
- communicate appropriately, build and maintain relationships
- build compassion, sensitivity, respect and kindness for others
- address conflict
- use therapeutic equipment & current electronic media
- be a responsive listener and observer

## Attitudes:

- committed to establishing positive and supportive environment, recognize and value the importance of peer relationships, respect the processes of decision-making/exploration/collaboration/independence



# CONTENT

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Standards 4 and 5

# Standard 4: Content Knowledge

## Knowledge:

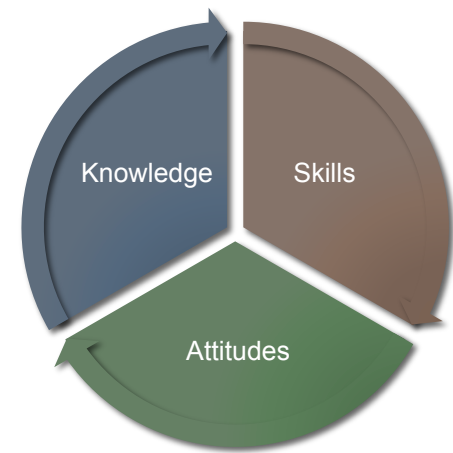
- major concepts/assumptions/debates
- common misconceptions
- standard reference terminology
- proper use of equipment, products and protocols
- educational objectives and learning progressions
- how subject relates to the program as a whole
- how subject relates to client treatment and scope of practice

## Skills:

- use representations and explanations
- encourage learners to understand, question and analyze ideas
- apply methods of inquiry and standards of evidence
- stimulate reflection, link concepts, make connections
- evaluate instructional resources, use supplementary resources and technologies
- create opportunities for learning, practice, and gaining competence

## Attitudes:

- embrace that content knowledge is complex/cultural/ever evolving, acknowledge personal bias in representation of the subject, committed toward each learner's achievement



## Standard 5: Application of Content

### Knowledge:

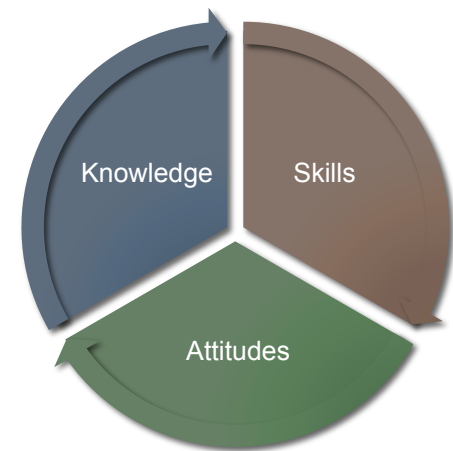
- various options for teaching material
- quality and ethical use of information
- technological resources
- critical thinking and research literacy

### Skills:

- foster innovation and problem solving
- apply content knowledge to practice
- identify and discern information
- aware of varying social and cultural perspectives
- current and relevant technology
- use appropriate technologies
- integrate theoretical information with practical hands-on techniques

### Attitudes:

- value knowledge outside own subject area, value flexible learning environments, appreciate the value of research



# INSTRUCTIONAL PRACTICE

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Standards 6-8

## Standard 6: Planning for Instruction

### Knowledge:

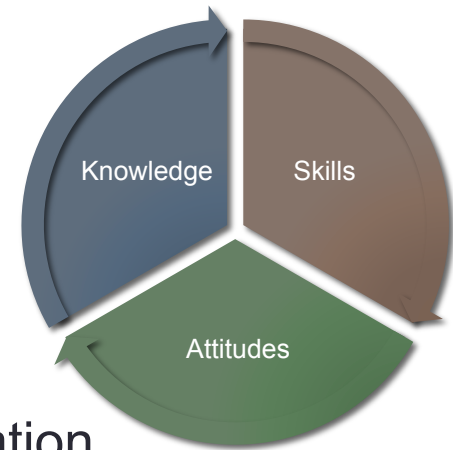
- lesson plans
- content and professional standards
- educational theories
- body-centered nature of massage therapy education
- subject-centered, student-centered and teacher-centered models

### Skills:

- create lesson plans
- implement pre-designed lesson plans
- plan how to deliver the subject matter
- sequence learning experiences
- seek guidance from expert administrators/advisors
- evaluate and adjust plans

### Attitudes:

- respect learners' strengths and needs, see the value in planning, committed to ongoing adjustment and revision



# Standard 7: Instructional Strategies and Delivery

## Knowledge:

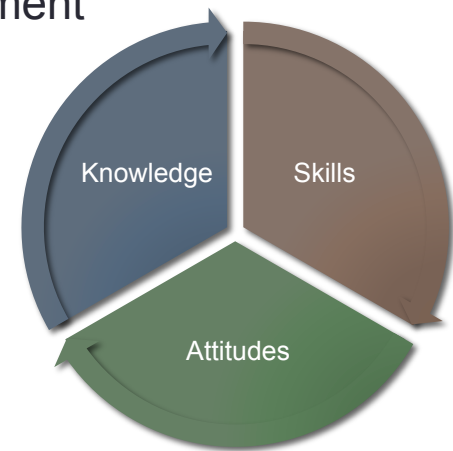
- instructional strategies for appropriate stages of development
- assessment methods
- somatic processes influence learning experiences
- how/when to engage critical thinking
- different forms of communication
- how to use resources: human, media and technology
- develop learners' communication skills

## Skills:

- employ different perspectives/approaches
- monitor learning process and adjust instruction in response to needs
- address issues and concerns
- support and expand learners' communication
- present instruction effectively
- elicit input and adapt instruction accordingly

## Attitudes:

- committed to understanding strengths/needs of diverse learners, value different communication styles, committed to exploring new technologies, value flexibility/reciprocity, value learners' contributions



# Standard 8: Observation and Assessment

## Knowledge:

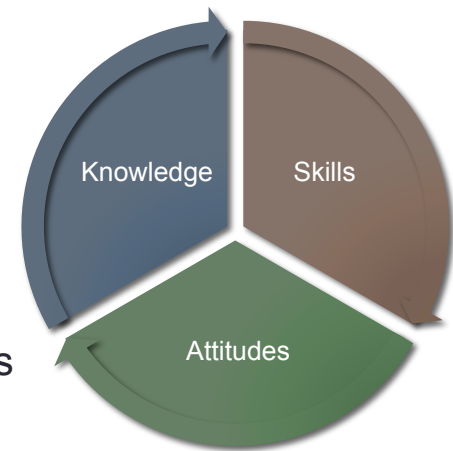
- ongoing observation provides crucial information for assessment
- engage learners in analyzing their own assessment results and set goals
- strategies for communicating effective feedback
- evaluate and report learner progress
- prepare learners for assessments
- how to use rubrics
- accommodations for special needs

## Skills:

- understand and identify quality work
- help learners analyze their own assessment results and set goals
- align instruction and assessment with learning objectives
- offer direct, objective feedback within learner's capacity
- model and structure processes that develop personal goals for professional success
- work with administration on modifications for learners with special needs
- utilize appropriate technology and rubrics

## Attitudes:

- discerning and non-judgmental, committed to providing timely/effective feedback, believe in using multiple types of assessment, committed to making appropriate accommodations





# PROFESSIONAL RESPONSIBILITY

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Standards 9 and 10

# Standard 9: Professional Development and Ethical Conduct

## Knowledge:

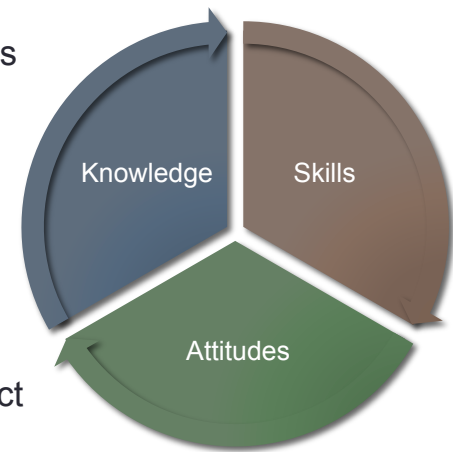
- self-assessment and problem-solving strategies
- personal identity/worldview/prior experience affect perceptions/expectations
- recognize personal bias
- laws and policies related to learners' rights and teacher responsibilities
- prevailing regulations in your jurisdiction
- therapist-client relationship vs. teacher-student relationship
- develop and maintain appropriate boundaries
- current copyright regulations

## Skills:

- use self-assessment and problem-solving strategies to analyze/adapt/reflect
- engage in ongoing learning activities pertinent to subject area
- use a variety of data to evaluate teaching procedures
- actively seek resources from both within and outside the institution
- reflect on personal biases and access resources to deepen understanding
- advocate, model and teach safe, legal and ethical use of intellectual property and technology
- maintain confidentiality
- maintain appropriate professional boundaries
- maintain state credentials for professional practice, as required by jurisdiction
- follow prevailing regulations in your jurisdiction

## Attitudes:

- committed to deepening understand of own frames of reference, see yourself as learner to improve effectiveness, approach teaching as art form, respect codes of ethics/professional standards/relevant laws and policy, committed to maintaining own well-being and improving well-being of others



## Standard 10: Collaboration

### Knowledge:

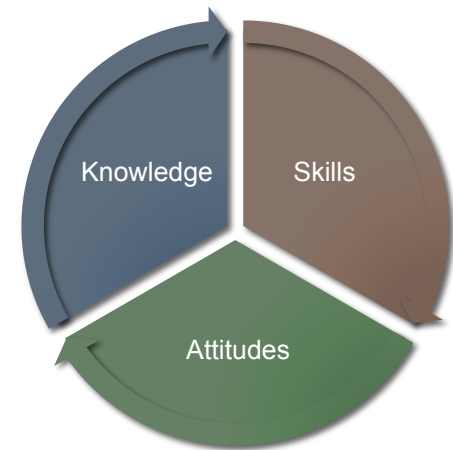
- historical, cultural, political and social context of massage therapy field
- collaborate with others to support learners
- contribute to a common culture that supports student learning
- work with others and have developed skills in collaborative interaction (face-to-face and online)

### Skills:

- take an active role as part of the instructional team
- engage in mentorship with teaching assistants
- work collaboratively with learners
- advocate for quality education
- communicate using multiple formats
- engage in professional development activities

### Attitudes:

- accept shared responsibility for the mission of the institution/ organization, respect learners' beliefs and expectations, embrace the challenge of change and continual improvement, value opportunities to grow and develop with colleagues



## TODAY'S OBJECTIVES

- ✓ Review the Core Competencies for Massage Therapy Teachers (10 Standards).
- List various ways to show evidence of competence in these Standards.
- Assess our own levels of competence for each Standard.

# TEACHING PORTFOLIO

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Evidence of Competency

# Elements of a teaching portfolio:

- what you think about teaching, your philosophy
- documentation of your experience
- course documentation (lesson plans, etc.)
- documentation of your effectiveness (evaluations)
- evidence of your students actually learning (assessments)
- things you do to improve your teaching (professional development)
- contributions you have made to the profession
- honors, awards, publications, other types of recognition
- licenses, certifications, degrees
- recommendations/references

# Where we find evidence of competency:

- Résumé or Curriculum Vitae
- Published Course Materials
- Planned Lessons and Activities
- Observations/Assessments of Students
- Video Recordings
- Student Experiences/Evaluations
- Colleague or Supervisor Assessments
- Letters of Recommendation
- Personal Statement of Philosophies, Ideals, Descriptions, Experiences

## TODAY'S OBJECTIVES

- ✓ Review the Core Competencies for Massage Therapy Teachers (10 Standards).
- ✓ List various ways to show evidence of competence in these Standards.
- Assess our own levels of competence for each Standard.



# SELF-EVALUATION

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# The Learner and Learning: Standards 1 - 3

## KSA's

What do I know about learning development, learning differences, integrative approaches, and learning environments?

How do I demonstrate that knowledge?

What are my attitudes toward learning development, learning differences, integrative approaches, and learning environments?

## Potential Evidence

- Résumé/CV
- Personal Statement
- Letters of Recommendation
- Syllabus/Course Outline
- Lesson Plans
- Student Assessments
- Video Clip
- Instructor Evaluations

## Content: Standards 4 and 5

### KSA's

What do I know about my course content and the application of my content?

How do I demonstrate that knowledge?

What are my attitudes my course content and the application of my content?

### Potential Evidence

- Syllabus/Course Outline
- Lesson Plans
- Student Assessments
- Video Clip
- Instructor Evaluations
- Résumé/CV
- Personal Statement
- Letters of Recommendation

## Instructional Practice: Standards 6 - 8

### KSA's

What do I know about planning, strategies and delivery, observations, and assessments?

How do I demonstrate that knowledge?

What are my attitudes toward planning, strategies and delivery, observations, and assessments?

### Potential Evidence

- Syllabus/Course Outline
- Lesson Plans
- Student Assessments
- Video Clip
- Instructor Evaluations
- Personal Statement
- Letters of Recommendation

## Professional Responsibility: Standards 9 and 10

### KSA's

What do I know about professional development, ethical conduct, and collaboration?

How do I demonstrate that knowledge?

What are my attitudes toward professional development, ethical conduct, and collaboration?

### Potential Evidence

- Résumé/CV
- Personal Statement
- Letters of Recommendation
- Syllabus
- Instructor Evaluations

## TODAY'S OBJECTIVES

**Homework**



- ✓ Review the Core Competencies for Massage Therapy Teachers (10 Standards).
- ✓ Determine ways to show evidence of competence in these Standards.
- Assess your own level of competence for each Standard.

If you find  
any gaps...

Check out the

**MaxKnowledge  
Online Training  
Center**

(afmtetraining.org)

The screenshot shows the website for the Alliance for Massage Therapy Education. At the top left is the logo, a green leaf, with the text "Alliance for Massage Therapy Education". To the right is a home icon and the text "Training C". Below this is a green navigation bar with the text "Online Training Center". The main content area has a dark background with a blurred image of a person. The title "Employee Training and Certification For Career Education Institutions" is prominently displayed. Below the title is a list of four bullet points, each with a green checkmark icon: "Online Training for Faculty, Staff and Management", "Over 200 Training Courses - Various Functional Areas", "Each Course Provides 4 Hours of Continuing Education", and "Courses Provide Credit Toward Professional Certification". At the bottom of the page is a green button with the text "Training Courses".

Alliance for  
Massage Therapy  
Education

Home Training C

Online Training Center

**Employee Training and Certification  
For Career Education Institutions**

- ✓ Online Training for Faculty, Staff and Management
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Training Courses

# JOIN US NEXT WEEK:

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Session Two  
Assembling the Evidence