

**TEACHER CERTIFICATION REVIEW (TCR)**

<b>TCR Applicant Name</b>		
<b>Applicant Email</b>		
<b>Applicant Phone</b>		
<b>Reviewer Name</b>		
<b>Review Date/s</b>		
<b>Personal and Professional Statement</b>		
<b>Area</b>	<b>Description</b>	<b>Comments</b>
<b>Embodied Ethos of MBSR</b>	<i>Reflects understanding of MBSR ethos and how this is demonstrated through their teaching</i>	
<b>Role and responsibility of the teacher</b>	<i>Reflects understanding of the role and responsibilities of an MBSR teacher and how this is demonstrated through their teaching</i>	

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Supervision Assessment and Teacher Self-Reflection		
Area	Description	Comments
<b>Supervision series completed</b>	<i>Include: when supervision was completed; recommendations (e.g. retreats, more supervision, trainings) and actions taken; brief summary from the Supervision Reflection &amp; Assessment documents noting points most pertinent to TCR recommendation.</i>	

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Class Plans			
Area	Description	Strengths, Elements Present, Well-Developed	Areas for Development, Optional Approaches
<b>Organization</b>	<i>Well constructed and sequenced</i>		
<b>Content</b>	<i>Includes an appropriate amount of detail, includes expected elements and a variety of options</i>		
<b>Clarity</b>	<i>Easy to follow, themes stand out, a substitute teacher could work well from these materials</i>		
<b>Alignment with MBSR Curriculum</b>	<i>Overall themes and week-by-week sequence are aligned with standard MBSR curriculum; evidence of orientation, 8-week class and all-day is present</i>		
<b>Attribution of source materials</b>	<i>Materials from other teachers/sources are properly attributed; publication info is included where appropriate</i>		
<b>Class plans overall</b>			

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<b>Workbook or Home Practice Handouts</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Organization</b>	<i>Well constructed and sequenced</i>		
<b>Content</b>	<i>Teacher contact info, home practice assignments, practice support materials. Avoids too much written material.</i>		
<b>Clarity</b>	<i>Easy to follow, themes stand out, a substitute teacher could work well from these materials</i>		
<b>Visual Appearance</b>	<i>Layout, visual appeal, visual space, print and image quality, use of fonts</i>		
<b>Proper attribution of source materials</b>	<i>Materials from other teachers/sources are properly attributed; publication info is included where appropriate</i>		
<b>Workbook overall</b>			

TEACHER CERTIFICATION REVIEW (TCR)

CD: Body Scan			
Area	Description	Strengths, Elements Present, Well-Developed	Areas for Development, Optional Approaches
<b>Languaging principles</b>	<i>Accessible, inviting, precise, based in direct experience, appropriate to population</i>		
<b>Pacing, Silence</b>	<i>Steady pace, with times in silence to explore on one's own</i>		
<b>Length</b>	<i>40-45 minutes</i>		
<b>Voice: Pitch, Tone, Speed</b>	<i>Natural voice, stable, warm, friendly, easeful, alert</i>		
<b>Instructional elements are present</b>	<i>Opening, closing, object of attention is clear, systematic progression through the body, instructions provided for placing attention, options for working with range of challenges</i>		
<b>Key learnings made available through guidance</b>	<i>Embodiment, wholeness, flexibility of attention, impermanence, the actuality of the body, non-striving, curiosity, kindness, allowing/accepting</i>		
<b>Body Scan Overall</b>			

TEACHER CERTIFICATION REVIEW (TCR)

CD: Lying Down Yoga			
Area	Description	Strengths, Elements Present, Well-Developed	Areas for Development, Optional Approaches
<b>Languaging principles</b>	<i>Accessible, inviting, inclusive, non-directive, based in present-moment experience, clear and precise guiding</i>		
<b>Pacing, Silence</b>	<i>Spoken guidance provides safe, full guidance with sufficient time to investigate during silence</i>		
<b>Length</b>	<i>40-45 minutes</i>		
<b>Voice: Pitch, Tone, Speed</b>	<i>Natural voice, stable, friendly, fully human</i>		
<b>Appropriate elements are present</b>	<i>Opening, closing, precautions offered early, safe and accessible sequence of postures, instructions provided for working with and exploring limits and possibilities, options for when movement is restricted or not possible at all</i>		
<b>Key learnings made available through guidance</b>	<i>Present-centered, awareness in movement, non-striving, inclusion of mental states, kindness toward the body, opening to potential</i>		
<b>Lying Down Yoga Overall</b>			

**TEACHER CERTIFICATION REVIEW (TCR)**

<b>CD: Standing Yoga</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Languing principles</b>	<i>Accessible, inviting, inclusive, non-directive, based in present-moment experience, clear and precise guiding</i>		
<b>Pacing, Silence</b>	<i>Provides safe, complete guidance with sufficient time to investigate during silence</i>		
<b>Length</b>	<i>40-45 minutes</i>		
<b>Voice: Pitch, Tone, Speed</b>	<i>Natural voice, stable, friendly, fully human</i>		
<b>Appropriate elements are present</b>	<i>Opening, closing, precautions offered early, safe and accessible sequence of postures, instructions provided for working with and exploring limits and possibilities, options for when movement is restricted or not possible at all</i>		
<b>Key learnings made available through guidance</b>	<i>Present-centered, awareness in movement, non-striving, inclusion of mental states, kindness toward the body, opening to potential</i>		
<b>Standing Yoga Overall</b>			

**TEACHER CERTIFICATION REVIEW (TCR)**

<b>CD: Sitting Meditation</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Languaging principles</b>	<i>Accessible, inviting, inclusive, non-directive, based in present-moment experience, clear and precise guiding</i>		
<b>Pacing, Silence</b>	<i>Each object given relatively similar amount of time, enough silence to practice, more silence as meditation progresses</i>		
<b>Length</b>	<i>40-45 minutes</i>		
<b>Voice: Pitch, Tone, Speed</b>	<i>Natural voice, stable, friendly, fully human</i>		
<b>Appropriate elements are present</b>	<i>Opening, closing, posture, objects of awareness (AOB, body sensations, sound, thoughts &amp; emotions, choiceless awareness, return to AOB), explicit placing of attention, ways of meeting physical and emotional pain, working with the wandering mind, liking/not-liking</i>		
<b>Key learnings made available through guidance</b>	<i>Present-centered, impermanence, wholeness, seeing deeply into the nature of human experience</i>		
<b>Sitting Meditation Overall</b>			



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DVDs			
NOTE – domain categories and significant portion of language below drawn from the MBI-TAC*			
<b>MBI-TAC Domain 1: Coverage, pacing, and organization of session curriculum</b>			
Area	Description	Strengths, Elements Present, Well-Developed	Areas for Development, Optional Approaches
<b>Fidelity</b>	<i>Adherence to the form of the program and coverage of themes and curriculum content</i>		
<b>Flexibility</b>	<i>Responsiveness and flexibility in adhering to session curriculum</i>		
<b>Context</b>	<i>Appropriateness of the themes and content (to stage of program and to the participants)</i>		
<b>Organization</b>	<i>Level of organization of teacher, room and materials</i>		
<b>Class flow</b>	<i>The degree to which the session flows and is appropriately paced</i>		
<b>Domain 1 Overall</b>			

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<b>MBI-TAC Domain 2: Relational skills</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Authenticity</b>	<i>Transparency, authenticity and potency</i>		
<b>Connection</b>	<i>Connection and acceptance; empathic understanding of participant experience</i>		
<b>Sensitivity</b>	<i>Compassion and warmth; appreciation and openness</i>		
<b>Genuine interest</b>	<i>Curiosity and respect; interest with respect for vulnerabilities, boundaries, privacy</i>		
<b>Mutuality</b>	<i>Mutuality, collaborative working relationship</i>		
<b>Domain 2 Overall</b>			

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<b>MBI-TAC Domain 3: Embodiment of Mindfulness</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Present moment focus</b>	<i>Posture, physical and emotional integration, 'at home' in the moment</i>		
<b>Present moment responsiveness</b>	<i>Relating to, working with the emerging moment; posture, expression, language is in sync with this individual's teaching moments</i>		
<b>Calmness and vitality</b>	<i>Steadiness, ease, non-reactivity, alertness</i>		
<b>Allowing</b>	<i>Non-judging, patient, trusting, accepting, non-striving</i>		
<b>Natural presence of the teacher</b>	<i>Behavior is authentic to their own intrinsic mode of operating</i>		
<b>Domain 3 Overall</b>			

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<b>MBI-TAC Domain 4: Guiding mindfulness practices</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Language Principles-guided sitting and yoga</b>	<i>Clearly explained and led guided sitting practice and yoga practice/Language is clear, precise, accurate and accessible</i>		
<b>Pacing, Silence</b>	<i>Depth, stillness, and clarity of leading practice</i>		
<b>Length</b>	<i>Appropriate length for the class taught</i>		
<b>Voice: Pitch, Tone, Speed</b>	<i>Natural voice, stable, friendly, fully human</i>		
<b>Appropriate elements are present</b>	<i>The particular elements to consider when guiding each practice are appropriately present</i>		
<b>Key learnings made available through guidance</b>	<i>Teacher guides practices in ways which makes the key learnings for each practice available to people.</i>		
<b>Domain 4 Overall</b>			

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<b>MBI-TAC Domain 5: Conveying course themes through interactive inquiry and didactic teaching</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Inquiry</b>	<i>Moving around the layers within the inquiry process with a predominant focus on process rather than content</i>		
<b>Didactic skills</b>	<i>Able to clearly communicate theoretical concepts about stress, coping and mindful communication</i>		
<b>Life as practice</b>	<i>Demonstrated and offered practical integration of personal practice and daily life/Conveying learning – through integrating material from outside the group with experience of participants</i>		
<b>Experiential focus</b>	<i>Supporting participants to notice and describe different elements of direct experience</i>		
<b>Teaching skills</b>	<i>Use of poetry, stories, exercises, activities, integration of daily life experiences</i>		
<b>Fluency</b>	<i>Fluency, confidence and ease</i>		
<b>Domain 5 Overall</b>			

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<b>MBI-TAC Domain 6: Holding the group learning environment</b>			
<b>Area</b>	<b>Description</b>	<b>Strengths, Elements Present, Well-Developed</b>	<b>Areas for Development, Optional Approaches</b>
<b>Learning container</b>	<i>Creating and sustaining a rich learning environment, safety, boundaries, confidentiality, room to explore and take risks</i>		
<b>Group development</b>	<i>Clear management of group processes; beginnings, transitions, endings, challenges</i>		
<b>Personal to universal learning</b>	<i>Learning process opens to universality and common humanity; varies attention between needs of the individual and the group</i>		
<b>Leadership style</b>	<i>Offers sustained 'holding,' demonstrates authority, potency without imposing views on participants</i>		
<b>Domain 6 Overall</b>			

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\*The Bangor, Exeter and Oxform Mindfulness-Based Interventions Teaching Assessment Criteria <http://mindfulnessteachersuk.org.uk>

Questions:

1. Would you like to be in this class?
2. What would it feel like?
3. What is confusing you?
4. What would you like to have more information or clarity about regarding this instructor?

Summary and Recommendations:	
(Please be specific in recommendations. E.g. resubmission of recordings of ...; resubmission of manual to include citations)	
Summary of Notes	Recommendations
Certification Status	
<input type="checkbox"/> Certification Recommended	<input type="checkbox"/> Pending completion of recommendations