

The Universities of Bangor, Exeter and Oxford

Summary Version of the

**Mindfulness-based Interventions
Teaching Assessment Criteria**

(MBI:TAC)

This summary version should be used in conjunction with the MBI:TAC manual to assess the competence and adherence of mindfulness-based programme teaching.

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Introduction

The purpose of the Mindfulness-based Interventions Teaching Assessment Criteria (MBI:TAC) is to enable the assessment of teacher adherence and competence when delivering Mindfulness-based Interventions (MBIs). The MBI:TAC has been developed since 2008 in teaching, training and research contexts primarily to assess Mindfulness-based Stress Reduction (MBSR) and Mindfulness-based Cognitive Therapy (MBCT) teaching, but it has also been used for a range of other MBIs derived from these programmes.

This summary version is intended for assessors who have been trained in the use of the MBI:TAC and should be used in conjunction with the full MBI:TAC manual. It is essential that assessors undertake the earlier training and developmental steps outlined in the manual before using the MBI:TAC to assess competence in others.

This summary of the MBI:TAC includes a high-level overview of the criteria as well as concise descriptors for each of the six domains. The MBI:TAC's six domains of competence and six levels of competence are summarised below, and score sheets for each can be found at the end of this document.

The six domains of competence within the MBI:TAC

Domain 1: Coverage, pacing and organisation of session curriculum (page 4)

Domain 2: Relational skills (page 6)

Domain 3: Embodiment of mindfulness (page 8)

Domain 4: Guiding mindfulness practices (page 10)

Domain 5: Conveying course themes through interactive inquiry and didactic teaching (page 12)

Domain 6: Holding the group learning environment (page 14)

**Levels of Competence and Adherence in MBI:TAC
(adapted from the Dreyfus Scale of Competence, 1986)**

Competence band	Generic definition of overall competence level	Numerical band
<p>Incompetent <i>The teaching demonstrates an absence of key features, highly inappropriate performance, or behaviour that is harmful.</i></p>	<p>Key features are not demonstrated. The teacher makes consistent errors and displays poor and unacceptable teaching, leading to likely or actual negative therapeutic consequences. There is no real evidence that the teacher has grasped the fundamentals of the MBI teaching process.</p>	1
<p>Beginner <i>The teaching demonstrates basic building blocks of MBI competence in at least one feature.</i></p>	<p>At least one key feature in each domain is evident at competent level but there are significant levels of inconsistency across all other key features. Across other key features there is substantive scope for development, overall lack of consistency and many areas that require development to be considered adequate teaching. The teacher is beginning to develop some basic building blocks of MBI competence.</p>	2
<p>Advanced Beginner <i>The teaching demonstrates evidence of competence in two key features in each domain. The participant's emotional and physical safety is well taken care of.</i></p>	<p>At least two key features are evident at a competent level in each domain, but there are one or more major problems in others. The teaching has scope for greater levels of consistency in competence across key features and domains. The teaching at a very basic level would be considered 'fit for practice.'</p>	3
<p>Competent <i>Teaching is competent, with some problems and/or inconsistencies</i></p>	<p>All key features are mostly present in all domains at a competent level with possibly some good features, but some inconsistencies are present. The teacher demonstrates a workable level of competence and they are clearly 'fit for practice.'</p>	4
<p>Proficient <i>Sustained competence demonstrated with few or minor problems and/or inconsistencies.</i></p>	<p>All key features are present in all domains, with very few and very minor inconsistencies, and there is evidence of good ability and skill. The teacher is able consistently to apply these skills over the range of aspects to MBI teaching.</p>	5
<p>Advanced <i>Excellent teaching practice, or very good even in the face of participant difficulties</i></p>	<p>All key features are present with evidence of considerable ability. The teaching is particularly inspirational, fluent and excellent. The teacher no longer uses rules, guidelines, or maxims. S/he has deep tacit understanding of the issues and is able to work in an original and flexible manner. The skills are demonstrated even in the face of difficulties (e.g. challenges from the group).</p>	6

Domain 1: Coverage, pacing and organisation of session curriculum

Overview: This domain examines how well the teacher adequately addresses and covers the curriculum content of the session. This involves creating a skilful balance between the needs of the individual, the group and the requirements of teaching the course. In addition, the teacher is well organised with relevant course materials, has teaching aids readily available, and the room has been appropriately prepared for the group. The session is both well 'time managed' in relation to the curriculum and well paced with a sense of spaciousness, steadiness and lack of time pressure. Digressions are steered back into the session curriculum with tact and ease.

Five key features need to be considered when assessing this domain:

1. *Adherence to the form of the programme and coverage of themes and curriculum content*
2. *Responsiveness and flexibility in adhering to the session curriculum*
3. *Appropriateness of the themes and content (taking into account the stage of the programme and experience of the participants)*
4. *Level of organisation of the teacher, room and materials*
5. *The degree to which the session flows and is appropriately paced*

N.B.

- i. Assessors must themselves have considerable direct teaching experience of the particular programme that is under review.
- ii. Assessor requires a written guide to the particular course curriculum that is being followed. If any adaptations to the curriculum have been made, the rationale for these must be clear to the assessor.

The table overleaf is an example of issues that may arise.

To make ratings, use the levels of competency grid alongside the key features.

Domain 1: Coverage, pacing and organisation of session curriculum (cont)

	Examples
Incompetent	MBI session curriculum not covered or highly inappropriate. No attempt was made to structure session time. Session seemed aimless, overly rigid, or harmful.
Beginner	<p>At least one of the five key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features.</p> <p>Examples include: adequate coverage of the session theme but to support participants' learning, the teaching needs to be more responsive to what is happening in the class, matched to the group/level and paced to be effective; curriculum has some relevant content, but there are significant omissions or inappropriate additions; sessions consistently rigid or very unstructured; themes consistently inappropriate for stage in course; teacher disorganised; and/or has significant problems with pacing or time management needs improvement (e.g., too slowly paced, too rapidly paced, time boundaries not adhered to).</p>
Advanced Beginner	<p>At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others.</p> <p>Examples include: some skill is evidenced in maintaining the form of the programme or covering the curriculum shown, but significant curriculum element missing or a curriculum element which is not part of session is introduced without clear rationale; at times rigid or overly unstructured; content and curriculum themes mostly appropriate but with some problems (i.e., teacher at times introducing an appropriate theme but at a suboptimum stage in the course); teacher sometimes disorganised; problems with pacing or time management at times (e.g. too slowly paced, too rapidly paced, time boundaries not adhered to).</p>
Competent	<p>All key features present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: appropriate curriculum reasonably well covered; teacher used time effectively by tactfully limiting peripheral and unproductive discussion and/or by pacing the session appropriately for the group; content of curriculum themes largely appropriate; and teacher mostly well organised.</p>
Proficient	<p>All key features consistently present.</p> <p>Examples include: appropriate curriculum and form of programme clearly evidenced, well covered and adhered to with ease and spaciousness; evidence of balanced allocation of time; teacher maintained appropriate control over flow of dialogue and pacing of session; content and themes highly appropriate; appropriate level of flexibility in making curriculum choices; good level of organisation.</p>
Advanced	<p>All key features present to a high skill level.</p> <p>Examples include: excellent coverage, pacing and organisation of session curriculum; particularly high degree of flexibility, responsiveness, spaciousness and appropriate pacing while at the same time thoroughly addressing the key curriculum themes for the session. Difficult for reviewer to feed back any 'learning needs.'</p>

Domain 2: Relational skills

Overview: Mindfulness-based teaching is highly relational in that the practices themselves help us develop a new relationship both with ourselves and our experience. The qualities that the teacher brings to participants and the teaching process mirror the qualities that participants are learning to bring to themselves. Mindfulness is the awareness that emerges through paying attention to experience in a particular way: on purpose (the teacher is deliberate and focused when relating to participants in the sessions); in the present moment (the teacher has the intention to be whole heartedly present with participants); and non-judgmentally (the teacher brings a spirit of interest, deep respect and acceptance to participants) (Kabat-Zinn, 1990).

Five key features need to be considered in assessing this domain:

1. *Authenticity and potency* – relating in a way which seems genuine, honest and confident
2. *Connection and acceptance* – actively attending to and connecting with participants and their present moment experience and conveying back an accurate and empathic understanding of this
3. *Compassion and warmth* – conveying a deep awareness, sensitivity, appreciation and openness to participants' experience
4. *Curiosity and respect* – conveying genuine interest in each participant and his/her experience while respecting each participants' vulnerabilities, boundaries and need for privacy
5. *Mutuality* – engaging with the participants in a mutual and collaborative working relationship

N.B.

- i. The relational aspect to mindfulness teaching is particularly related to **Domain 3** (Embodiment of mindfulness).
- ii. The intention in Domain 2 is to encompass those parts of the process that rely on the interpersonal connection between individual participants and teacher.

The table overleaf is an example of issues that may apply.

To make ratings, use the levels of competency grid alongside the key features.

Domain 2: Relational skills (cont)

	Examples
Incompetent	<p>Teacher has poor relational and interpersonal skills.</p> <p>Examples include: consistently ‘missing the point’ of what participants are communicating; aspects of the interpersonal process are destructive.</p>
Beginner	<p>At least one of the five key features is present at a level desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features. At times, the relational process is unsafe or harmful for participants.</p> <p>Examples include: acceptance of participants not demonstrated; lack of attuned attention; lack of sensitivity to participant vulnerability; teacher putting him/herself outside the process.</p>
Advanced Beginner	<p>At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others. Participants’ safety is not compromised and there are no aspects of the relational process that are destructive to participants.</p> <p>Example includes: teacher’s style at times impedes his/her ability to establish a relationship that enables engaged exploration (i.e. lack of connection, responsiveness, curiosity not conveyed, hesitant style, intellectualisation, and judgemental tone).</p>
Competent	<p>All key features are present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: effective working relationships are generally formed with participants; teacher’s relational style mostly facilitates participants to feel at ease, accepted and appreciated; teacher is confidently attentive to and interested in participants; teacher appropriately brings him/herself into the learning process (mutuality).</p>
Proficient	<p>All key features are consistently present with few minor inconsistencies.</p> <p>Examples include: teacher demonstrates very good relational skills and is strongly attuned to participants; the interactions are sensitive, responsive and respectful; excellent collaborative, mutual working relationships are formed; participants’ boundaries and vulnerabilities are sensitively respected; teacher creates a relational process that allows participants to engage deeply with their learning.</p>
Advanced	<p>All key features present to a high skill level.</p> <p>Examples include: teacher demonstrates excellent relational effectiveness with a keen grasp of the participants’ world; teacher consistently shows good levels of collaboration, compassion, openness, warmth, acceptance and responsiveness to participants. Difficult for reviewer to feed back any ‘learning needs.’</p>

Domain 3: Embodiment of mindfulness

Overview: The teacher inhabits the practice of mindfulness. This is particularly conveyed through the teacher's body in terms of his/her physical and non-verbal expression. Embodiment of mindfulness involves the teacher sustaining connection and responsiveness to moment-by-moment arising (within self, within individuals and within the group) and bringing the core attitudinal foundations of mindfulness practice to all of this. These attitudes are non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting go (Kabat-Zinn, 1990).

Five key features need to be considered in assessing this domain:

1. *Present moment focus - expressed through behaviour and non-verbal communication*
2. *Present moment responsiveness - working with the emergent moment*
3. *Calmness and vitality - simultaneously conveying steadiness, ease, non-reactivity and alertness*
4. *Allowing – the teacher's behaviour is non-judging, patient, trusting, accepting and non-striving*
5. *Natural presence of the teacher – the teacher behaviour is authentic to their own intrinsic mode of operating*

N.B.

- i. Assessment of present moment awareness of and responsiveness to coverage and pacing of **the teaching process** is assessed in **Domain 1** (Coverage, pacing and organisation of session curriculum), and to **the group process** is assessed in **Domain 6** (Holding the group learning environment).
- ii. The qualities of mindfulness are conveyed throughout the whole teaching process. This domain intends to capture how these qualities are conveyed 'implicitly' through the teachers' non-verbal presence and how they hold themselves within the teaching process.

The table overleaf is an example of issues that may apply.

To make ratings use the levels of competency grid alongside the key features.

Domain 3: Embodiment of mindfulness (cont)

	Examples
Incompetent	<p>Embodiment of mindfulness is not conveyed.</p> <p>Examples include: absence of present moment focus/responsiveness. Attitudinal qualities of mindfulness are not in evidence and those that are conveyed have the potential for harm.</p>
Beginner	<p>At least one of the five key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features.</p> <p>Examples include: lack of consistent present moment focus/responsiveness; teacher not calm, at ease and alert; attitudinal qualities often not clearly in evidence; teacher's manner conveys restlessness and unease; teacher does not seem 'at home' in themselves or in the space.</p>
Advanced Beginner	<p>At least two of the five key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others; participants' safety is not compromised; no aspects of the embodied process is destructive to participants.</p> <p>Examples include: teacher evidences embodiment of several principles of mindfulness practice within the teaching process, but there is a lack of consistency (i.e. teacher demonstrates some skilful present moment internal and external connectedness but this is not sustained throughout); the teacher might seem 'steady' but there is a lack of vitality in the space or vice versa; teacher's bodily expression at times conveys qualities that are different from mindfulness (e.g. a sense of hurry, agitation and/or striving).</p>
Competent	<p>All key features present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: teacher generally demonstrates an ability to communicate the attitudinal qualities of mindfulness practice through his/her bodily presence and is mostly present moment focused/responsive; teacher mostly seems natural and at ease.</p>
Proficient	<p>All key features consistently present with a good level of skill.</p> <p>Examples include: sustained levels of present moment focus through the teaching and demonstration of the range of attitudinal qualities of mindfulness throughout with very minor inconsistencies; the bodily expression of the teacher implicitly conveys the qualities of mindfulness; teacher is natural and at ease; teacher is authentic both to themselves and to the qualities of mindfulness.</p>
Advanced	<p>All key features present to a high-skill level.</p> <p>Examples include: teacher demonstrates exceptionally high levels of awareness of and responsiveness to the present moment throughout the teaching process; teacher has high levels of internal and external connectedness; teacher has attitudinal qualities of mindfulness present in a particularly inspiring way; teacher is highly authentic both to him/herself and to the qualities of mindfulness. Difficult for reviewer to find further 'learning needs' to feedback.</p>

Domain 4: Guiding mindfulness practices

Overview: The teacher offers guidance that describes accurately what the participant is being invited to do in the practice, and includes all the elements required in that practice. The teacher's guidance enables participants to relate skilfully to mind wandering (seeing this as a natural mind process, working gently but firmly to cultivate the skill to recognise when the mind has wandered and to bring the attention back). In addition, his/her guidance suggests the attitudes to bring to oneself and one's experience throughout the practice. The practices offer balanced spaciousness with precision. Skilful use of language is key to conveying all this.

Three key features need to be considered in assessing this domain:

1. *Language is clear, precise, accurate and accessible while conveying spaciousness.*
2. *The teacher guides the practice in a way that makes the key learning for each practice available to participants (see checklists for each practice in the manual).*
3. *The particular elements to consider when guiding each practice are appropriately present (see checklists for each practice in the manual).*

N.B.

- i. The embodiment of mindfulness is a crucial underpinning to practice guidance, and should be assessed under **Domain 3** (Embodiment of mindfulness).
- ii. This is the only domain that covers a particular 'curriculum element' and is thus structured differently. The key features link to specific learning intentions and guiding considerations for the each of the core practices which are detailed in the manual.

The table overleaf is an example of issues that may apply.

To make ratings, use the levels of competency grid alongside the key features.

Domain 4: Guiding mindfulness practices (cont)

	Examples
Incompetent	Guidance is inaccurate and unclear. Key feature(s) of guiding practices are absent. The guidance offers an unsafe holding atmosphere.
Beginner	<p>At least one of the three key features is present at a level that would be desirable for adequate MBI teaching, but significant levels of inconsistency exist across all key features.</p> <p>Examples include: teacher attempts to offer guidance in an appropriate way, but significant errors, gaps and inconsistencies exist; language is imprecise and does not invite spaciousness; working with mind wandering is not skilfully guided (i.e., it is seen as a problem).</p>
Advanced Beginner	<p>At least two of the three key features are present at a competent level, but difficulty and/or inconsistency is clearly evident in others. Adequate care is taken of participants' emotional and physical safety.</p> <p>Examples include: some guidance offered clearly, accurately and appropriately but language conveys a sense of striving for results; key learning from practice inconsistently available to participants; elements to consider when guiding each practice are inconsistently adhered to.</p>
Competent	<p>All key features present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: guidance is generally clear and accurate, but slight lack of precision; sense of spaciousness not conveyed and/or language not always invitational; key learning from practice mostly available to participants; elements to consider when guiding each practice are mostly adhered to.</p>
Proficient	<p>All key features consistently present with a good level of skill.</p> <p>Examples include: practice guidance is good, conveying both precision and spaciousness; elements to consider in guiding are clearly integrated; key learning for practice is available to participants through the guidance.</p>
Advanced	<p>All key features present to a high skill level.</p> <p>Examples include: exceptionally skilful guidance with all features consistently present with very good level of skill. Creative and inspiring guidance on working with physical and emotional 'edges' and boundaries. Difficult for reviewer to find further 'learning needs' to feedback.</p>

Domain 5: Conveying course themes through interactive inquiry and didactic teaching

Overview: This domain assesses the skill of conveying course themes interactively to participants. These are at times explicitly drawn out and underlined by the teacher and at other times emerge implicitly. The domain includes inquiry, group dialogue, use of stories and poems, facilitating group exercises, orienting participants to session/course themes, and didactic teaching. A large part of each session is taken up by interactive teaching processes – reviewing/inquiring into the experience of mindfulness practices during the session and at home, drawing out experience during and after group exercises, and offering didactic teaching in an interactive and participatory manner. This exploratory way of approaching experience illuminates the habitual tendencies and patterns of the human mind and offers a training in a way of investigating and working with experience beyond the programme. Participants’ difficulties (e.g., avoidance, distress, emotional reactivity) in sessions are crucial opportunities to convey course themes, and the way the teacher works in these moments should be given weight in assessing overall, and in this domain in particular.

Four key features need to be considered in assessing this domain:

1. *Experiential focus – supporting participants to notice and describe the different elements of direct experience and their interaction with each other; teaching themes are consistently linked to this direct experience.*
2. *Moving around the layers within the inquiry process (direct experience, reflection on direct experience, and linking both to wider learning) with a predominant focus on process rather than content.*
3. *Conveying learning themes through skilful teaching using a range of teaching approaches, including: inquiry; didactic teaching; experiential and group exercises; stories; poems, and action methods etc.*
4. *Fluency, confidence and ease*

N.B.

- i. Although course themes are conveyed through all elements of the course, this domain only covers the teacher’s skill during the **inquiry process, didactic teaching** and **facilitation of group exercises** (i.e. not during guiding mindfulness practices).
- ii. This domain assesses the skill with which the teacher conveys the teaching themes – the presence of the themes themselves is rated in **Domain 1** (Coverage, pacing and organisation of session curriculum).
- iii. Embodiment of mindfulness is a crucial underpinning to interactive teaching and should be assessed under **Domain 3** (Embodiment of mindfulness).
- iv. Inquiry relies on there being skilful relational connection between teacher and participant (**Domain 2** - Relational Skills) and skilful holding of the group (**Domain 6** - Holding the group Learning Environment). Assessing this domain requires delineation of these aspects to the process within these other domains.

The table overleaf is an example of issues that may apply.

To make ratings use the levels of competency grid alongside the key features.

Domain 5: Conveying course themes through interactive inquiry and didactic teaching (cont)

	Examples
Incompetent	<p>Teaching process unclear and inconsistent with principles of mindfulness-based teaching.</p> <p>Examples include: teacher makes no attempt to elicit specific elements of direct experience; teacher not familiar with material; over reliance on didactic teaching, debate or persuasion; the inquiry process has the potential for causing harm.</p>
Beginner	<p>At least one of the four key features is present at a level that would be desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features.</p> <p>Examples include: highly inconsistent attempts to elicit specific aspects of direct experience; teaching process predominantly in one layer (i.e. teacher harvests direct experience, but does not weave it into course teaching themes); teaching process conveys some teaching themes, but considerable inconsistency; teaching style dull, un-engaging and lacking fluidity; teaching approach does not generally bring the teaching to life for participants.</p>
Advanced Beginner	<p>At least two of the four key features are at a competent level, but difficulty and/or inconsistency is clearly evident in other key features; teaching process is adequate but basic. Participants' safety is not compromised; no aspects of the inquiry process are destructive to participants.</p> <p>Examples include: teacher uses specific aspects of direct experience and integrates it with teaching themes, but there is a lack of fluidity and clarity in communicating themes; lack of familiarity with material; lack of relevancy of material to participants; teaching approaches convey some learning themes but at a basic level.</p>
Competent	<p>All key features present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: teaching process generally conveys key teaching themes in an understandable and accessible manner; teacher employs a range of teaching methods effectively to bring the learning themes to life; teacher reasonably fluid and familiar with material; there are some inconsistencies or gaps, e.g. teacher does not fully integrate direct experience of participants into the material.</p>
Proficient	<p>All key features consistently present.</p> <p>Examples include: teacher deeply familiar with the material; participants' direct experience thoroughly integrated into the teaching; teaching is 'alive' and learning is obviously taking place; creative range of teaching approaches are used to highlight learning themes in a compelling way.</p>
Advanced	<p>All key features present to a high skill level.</p> <p>Examples include: highly skilful and inspiring teaching skills precisely and sensitively draws out elements of experience; teacher works in an interactive and participatory way with the group to explore experience; range of key teaching themes conveyed in a highly accessible, engaging manner and connected with the personal direct experience of participants and the teacher when appropriate; teacher thoroughly 'at home' and familiar with the material from many angles; teaching feels 'alive' and highly engaging. Difficult for reviewer to find further 'learning needs' to feedback.</p>

Domain 6: Holding the group learning environment

Overview: The whole teaching process takes place within the context of a group, which if facilitated effectively becomes a vehicle for connecting participants with the universality of the processes being explored. The teacher creates a 'container' or learning environment that 'holds' the group and within which the teaching can effectively take place. The teacher works responsively with group process through bringing an appropriate leadership style to the teaching; through taking good care of group safety, trust and boundary issues; through employing a teaching style that takes account of the individual within the context of the group, and balances the needs of both; through using the group process to draw out universal learning themes; through working with and responding to group development processes by managing the various phases of group formation, development and ending. The teacher is able to 'tune into,' connect with, and respond appropriately to shifts and changes in group mood and characteristics.

Four key features need to be considered in assessing this domain:

1. *Learning container – creating and sustaining a rich learning environment made safe through careful management of issues such as ground rules, boundaries and confidentiality, but which is simultaneously a place in which participants can explore and take risks.*
2. *Group development – clear management of the group development processes over the eight weeks, particularly regarding the management of the group in terms of beginnings, endings and challenges.*
3. *Personal to universal learning – the teacher consistently opens the learning process towards connection with the universality and common humanity of the processes under exploration.*
4. *Leadership style – offers sustained 'holding,' demonstrates authority and potency without imposing the teacher's views on participants.*

The table overleaf is an example of issues that may apply.

To make ratings use levels of competency grid alongside the key features.

Domain 6: Holding the group learning environment (cont)

	Examples
Incompetent	Group learning environment is managed ineffectively and unsafely.
Beginner	<p>At least one of the four key features is present at a level that would be desirable for adequate MBI teaching, but there are significant levels of inconsistency across all key features.</p> <p>Examples include: teacher does not adequately attend to group boundaries and safety and lacks skill in managing group stages/process; leadership style ineffective or inappropriate; the movement from personal story to universal learning themes is absent.</p>
Advanced Beginner	<p>At least two of the four key features at a competent level but some difficulty and/or inconsistency clearly evident in others; participants' safety is not compromised; no aspect of the process is unsafe for participants.</p> <p>Examples include: some inconsistency in managing aspects of group process; communication style during inquiry may be overly focused on the individual to the exclusion of awareness of group process; awareness of normal group development processes may not be clearly integrated into teaching; leadership style appropriate but perhaps lacking in 'potency;' inconsistent 'holding' of the group environment.</p>
Competent	<p>All key features present to a good level of skill with some minor inconsistencies.</p> <p>Examples include: sensitivity and awareness of group process is generally integrated into the teaching; safety is handled appropriately; learning container is well managed by teacher, enabling participants to engage with the process; individual experience is held within the context of wider learning; leadership approach is clear and generally well held.</p>
Proficient	<p>All key features consistently present.</p> <p>Examples include: teacher demonstrates well-developed skills working with and facilitating the group learning environment; teacher skilfully includes the group in the field of his/her awareness, is connected with the issues arising in the group and responds to them appropriately; moves fluidly and respectfully from personal story to universal themes; leadership style is engaging, confident and potent.</p>
Advanced	<p>All key features present to a high skill level.</p> <p>Examples include: teacher demonstrates excellent group working skills as evidenced by a highly responsive and skilful way of working with group process while meeting the needs of individuals; highly engaging leadership style. Difficult for reviewer to find further 'learning needs' to feedback.</p>

Assessing mindfulness-based teacher competence

Teacher:

Date of session and session number:

Assessor:

Date of Assessment:

Video recording

Live Observation

MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – SUMMARY SHEET

Domain	Key features (use the following page to offer qualitative feedback)	Incompetent 1	Beginner 2	Advanced Beginner 3	Competent 4	Proficient 5	Advanced 6
Coverage, pacing and organisation of session curriculum	<i>Adherence to curriculum Responsiveness and flexibility within adherence Appropriateness of themes and content Organisation of teacher, room and materials Session flow and pacing</i>						
Relational skills	<i>Authenticity and potency Connection and acceptance Compassion and warmth Curiosity and respect Mutuality</i>						
Embodiment of mindfulness	<i>Present moment focus Present moment responsiveness Calmness and alertness Allowing: non-judging, trust, acceptance, non-striving Natural presence of the teacher</i>						
Guiding mindfulness practices	<i>Precise and spacious language Key learning for each practice available Considers elements when guiding</i>						
Conveying course themes through interactive inquiry and didactic teaching	<i>Experiential focus Layers within the inquiry process Teaching skills/ conveying learning Fluency</i>						
Holding the group learning environment	<i>Learning container Group development Personal to universal Leadership style</i>						

MINDFULNESS-BASED INTERVENTIONS: TEACHING ASSESSMENT CRITERIA – COMMENTARY SHEET

Domain	Teaching strengths	Learning needs
1. Coverage, pacing and organisation of session curriculum		
2. Relational skills		
3. Embodiment of mindfulness		
4. Guiding mindfulness practices		
5. Conveying course themes through interactive inquiry and didactic teaching		
6. Holding the group learning environment		