

The Clinician Educator Milestone Project

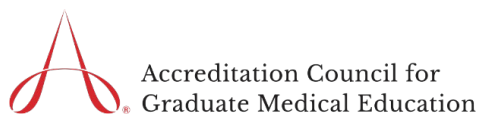
A Joint Initiative of

The Accreditation Council for Graduate Medical Education

The Accreditation Council for Continuing Medical Education

The Association of American Medical Colleges

The American Association of Colleges of Osteopathic Medicine



August 2022

Clinician Educator Milestones

Work Group

Thomas Boyle, DO, MBA	Lisa Howley, PhD
Calvin Chou, MD, PhD	Joseph Kaczmarczyk, DO, MPH, MBA
Nicole Croom, MD, MPH	John D. Mahan, MD
Tyler Cymet, DO	Katie Marney, OMS-III
Rebecca Daniel, MD, FACP	Amy Miller Juve, MEd, EdD
Nancy Davis, PhD	Brijen Shah, MD
Daniel Dent, MD	Janine Shapiro, MD
Laura Edgar, EdD, CAE	Christine Stabler, MD, MBA
Janae Heath, MD, MSCE	

Intent of the Clinician Educator Milestones

The Clinician Educator Milestones are a joint effort of the ACGME, the Accreditation Council for Continuing Medical Education, the Association of American Medical Colleges, and the American Association of Colleges of Osteopathic Medicine. This series of subcompetencies is designed to aid in the development and improvement of teaching and learning skills across the continuum of medical education.

The Clinician Educator Milestones are not an accreditation requirement and are not intended to become one in the future.

The Clinician Educator Milestones provide a framework for assessment of educational skills of faculty members who teach undergraduate, graduate, or continuing medical education. Faculty members can use these milestones for their own self-assessment as educators, or with a trusted peer to provide feedback and assessment. The ultimate goal of these milestones is to provide faculty members with tools to help them with lifelong growth and development as educators. They are designed for:

- Educators
- Educational scholars
- Educational leaders (administrators, program directors)

Each subcompetency covers a different area of professional development and offers stand-alone assessment of a specific teaching skill or method. Individuals may choose to focus on one or more of the milestones, but do not need to assess against all the milestones.

Understanding Milestone Levels

This document presents the Clinician Educator Milestones. Milestones are knowledge, skills, attitudes, and other attributes organized in a developmental framework. The narrative descriptions are targets for performance. Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert.

Selection of a level implies the educator substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page 4).

Level 1 represents a novice

Level 2 represents the learner who demonstrates the attributes of an advanced beginner

Level 3 represents the competent learner

Level 4 represents the proficient learner

Level 5 represents an expert

Milestones are designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value. Examples are provided for some milestones within this document. Note: the examples are not a required element or outcome; they are provided to share the intent of the element.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist in assessment and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

The diagram below presents an example set of milestones for one subcompetency. Performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes knowledge, skill, and/or ability in relation to those milestones.

Educational Theory and Practice 1: Teaching and Facilitating Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies various techniques for teaching	Delivers instruction in unidirectional manner resulting in passive learning	Teaches in a way that invites active learning and encourages critical appraisal	Uses scholarly teaching methods for varied levels of learners across settings	Serves as a coach to other educators on effective teaching practices
Discusses lessons implicitly learned (e.g., hidden curriculum)	Identifies that own behavior (role modeling) is part of the hidden curriculum	Intentionally role models desired practice behaviors to aid learners	Intentionally role models desired behaviors to aid learners across multiple settings	Works collaboratively to develop educators' ability to demonstrate evidence-based teaching behaviors
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Competency Statements

Universal Pillars for All Clinician Educators

Demonstrate the commitment to lifelong learning and enhancing one's own behaviors as a clinician educator.

Administration

Demonstrate administrative skills relevant to their professional role, program management, and the learning environment that leads to best health outcomes.

Educational Theory and Practice

Ensure the optimal development of competent learners through the application of the science of teaching and learning to practice.

Well-Being

Apply principles of well-being to develop and model a learning environment that supports behaviors which promote personal and learner psychological, emotional, and physical health.

Universal Pillar 1: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals	Demonstrates openness to performance data (feedback from learners and other input) to inform goals	Seeks performance data episodically, with adaptability and humility	Consistently solicits specific performance data, with adaptability and humility, including from learners, that leads to behavior change	Role models consistently seeking performance data with adaptability and humility and making positive behavior changes
Identifies the factors that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance	Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance	Challenges personal assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance	Coaches others on reflective practice
Actively seeks opportunities to improve	Designs and implements a learning plan, with prompting	Independently creates and implements a learning plan	Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it	Facilitates the design and implementation of learning plans for others
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Universal Pillar 2: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of addressing personal and professional well-being	Lists resources to support personal and professional well-being	Assesses how personal and professional well-being impact one's own clinical practice and teaching	Proactively responds to the inherent emotional challenges of the clinician educator's work and develops a plan to optimize personal and professional well-being	Role models pursuit of optimal personal and professional well-being
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Universal Pillar 3: Recognition and Mitigation of Personal Perspectives and Assumptions				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common and complex influences that may affect education and patient care (e.g., language, disability, internalized oppression)	Proactively seeks to assess and reflect on one's personal perspectives and assumptions	Identifies strategies to mitigate the effects of perspectives and assumptions on effective education and patient care	Addresses personal perspectives and assumptions and proactively mitigates their effects on effective education and patient care	Mentors others on recognition and mitigation of personal perspectives and assumptions
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Universal Pillar 4: Commitment to Professional Responsibilities				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates the basic standards of the profession and presents "fit for duty"	Is timely in the performance of duties and takes responsibility for follow-up on details	Takes responsibility for errors/professional lapses and initiates corrective action when indicated	Recognizes personal risks to professional behavior and effectively manages those risks to produce the best outcome	Consistently role models professional behaviors in the learning and working environment
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 1: Teaching and Facilitating Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies various techniques for teaching	Delivers instruction in unidirectional manner resulting in passive learning	Teaches in a way that invites active learning and encourages critical appraisal	Uses scholarly teaching methods for varied levels of learners across settings	Serves as a coach to other educators on effective teaching practices
Discusses lessons implicitly learned (e.g., hidden curriculum)	Identifies that own behavior (role modeling) is part of the hidden curriculum	Intentionally role models desired practice behaviors to aid learners	Intentionally role models desired behaviors to aid learners across multiple settings	Works collaboratively to develop educators' ability to demonstrate evidence-based teaching behaviors
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 2: Professionalism in the Learning Environment				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands rights, feelings, traditions, and wishes of learners, patients, and team members	Demonstrates respect for learners, patients, and team members through behavior and communication	Recognizes potential obstacles to clear and respectful communication, leadership, and educational practice	Applies strategies to mitigate against obstacles to produce outcomes that are always in the learner's best interest	Develops organizational and institutional processes and strategies to facilitate respectful and unbiased communication and problem solving
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 3: Learner Assessment				
Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the goals and principles of both formative and summative assessment	Uses appropriate methods and tools for assessment in a specific setting	Uses assessment data to identify strengths and opportunities for improvement of learners	Educates others, and when necessary, advises on selection and use of appropriate assessment methods and tools	Designs and implements evidence-based assessment methods and tools
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 4: Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes timing, content, and approaches to conducting feedback conversations	Elicits learners' goals and gives predominantly reinforcing feedback based on goals	Identifies reinforcing and modifying data to give feedback that initiates behavior change	Consistently engages in challenging feedback conversations that results in desired behavior change	Guides others to conduct effective feedback conversations
Describes importance of soliciting feedback in developing a growth mindset	Reviews feedback about self, manages emotional reactions to feedback, and incorporates relevant items	Actively solicits general feedback from learners	Consistently solicits specific feedback from learners that leads to behavior change	Guides others to solicit, reflect on, and incorporate feedback
Describes importance of establishing a learning environment that values feedback	Role models exemplary feedback practices without explicitly setting up the learning environment	Role models exemplary feedback practices and explicitly states importance of feedback in the learning environment	Supports learning environment in which all learners and faculty engage in actionable feedback	Demonstrates expertise in explicitly constructing and maintaining learning environment in which all learners give and receive feedback to improve performance
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Education Theory and Practice 5: Performance Improvement and Remediation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies a learner who needs improvement	In conjunction with the learner, identifies factors that contribute to poor performance, identifies helpful resources, and develops individualized learning plans	Implements learning plans and follow-up strategies and successfully guides a learner who is struggling toward a short-term goal, separate from formal remediation	Develops and implements a formal remediation plan with outcome measures	Guides others in remediation recognition and management (in all four remediation domains: identification, clarification, intervention, assessment)
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 6: Programmatic Evaluation				
Level 1	Level 2	Level 3	Level 4	Level 5
Contributes to programmatic evaluation as directed by others	Describes the importance and elements of comprehensive programmatic evaluation	Conducts comprehensive programmatic evaluation for curricular areas of responsibility	Uses theory or frameworks to guide programmatic evaluation	Develops and implements multi-site evaluations or meta-evaluations
Carries out an action plan designed by others to address areas identified as needing improvement	Describes how to create an action plan	Creates an action plan to address areas identified as needing improvement	Uses varied approaches to address programmatic areas of improvement	Disseminates interventions that support programmatic improvement
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 7: Learner Professional Development				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes differences between coaching, sponsoring, advising, and/or mentoring in relationship to continuous professional development of learners	Identifies approaches or strategies (e.g., learning plan) for different learners to provide coaching, sponsoring, advising, and/or mentoring	Employs a variety of approaches or strategies for coaching, sponsoring, advising, and/or mentoring	Implements best practices for coaching, sponsoring, advising, and/or mentoring	Demonstrates expertise (e.g., teaching, researching) for coaching, sponsoring, advising, and/or mentoring
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 8: Science of Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes scholarly approaches for science of learning, teaching, fostering intellectual curiosity, and learning preferences	Incorporates theories and strategies for teaching and promoting intellectual curiosity for different learning preferences	Routinely incorporates variety of approaches derived from literature and other high-quality sources to improve teaching practices and promote intellectual curiosity	Role models and coaches for scholarly approach to science of learning, teaching, fostering intellectual curiosity of learners, and incorporation of best practice	Contributes to new knowledge in the science of learning
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 9: Medical Education Scholarship				
Level 1	Level 2	Level 3	Level 4	Level 5
Defines scholarship in medical education	Participates in medical education scholarship and the dissemination of educational approaches, curricula, and/or research	Expands medical education scholarship or evidence through regular dissemination of educational approaches, curricula, and/or research findings	Serves as the principal investigator for medical education scholarship	Demonstrates expertise in the field of medical education scholarship and provides guidance, consultation, and mentoring across medical education
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 10: Learning Environment				
Level 1	Level 2	Level 3	Level 4	Level 5
Defines learning environment	Describes elements of an effective learning environment	Employs best practices in fostering an effective learning environment	Works collaboratively and leads others to foster effective learning environments	Leads system-level strategic efforts to improve learning environments
Defines different roles and how they contribute to the interprofessional learning environment	Describes the value of an interprofessional team-based approach in the learning environment	Engages effectively in interprofessional learning environments	Creates and manages effective interprofessional learning environments	Coaches others in development of effective interprofessional learning environments
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Educational Theory and Practice 11: Curriculum				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the elements, types, and purpose of a curriculum	Participates in developing a curriculum	Adapts a curriculum to meet the needs of the learners	Leads development of a curriculum	Coaches others to develop a curriculum for the needs of their learners
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Well-Being: Well-Being of Learners and Colleagues				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes relationship between well-being, burnout, learning, and patient safety	Shares approaches to support well-being	Employs various approaches that support and foster well-being and reduce burnout	Employs system-based approaches that foster well-being and reduce burnout and consistently provides support and resources to foster well-being and reduce burnout	Uses experiences with learners to assess, reimagine, and create new system-based interventions and structures to support well-being
Describes signs of physical, emotional, and/or professional distress	Recognizes learners or colleagues in apparent distress	Intervenes and identifies resources for a specific situation	Guides learners or colleagues in distress and provides on-going support	Guides others in recognizing learners in distress and educates them in available resources
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Administration 1: Administration Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes administrative domains of program management	Identifies best administrative practices for effective program management	Employs best administrative practices for effective program management	Consistently demonstrates best practices across administrative domains	Leads and guides others for best administrative practices for effective program management
Describes components of legal, regulatory, and accreditation functions	Identifies relevant resources for legal, regulatory, and accreditation functions	Employs effective approaches to perform legal, regulatory, and accreditation functions	Consistently integrates legal, regulatory, and accreditation functions into practice	Leads and guides others in legal, regulatory, and accreditation functions
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Administration 2: Leadership Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies essential styles, skills, and attributes for leadership	Identifies own leadership style and develops leadership skills with guidance	Independently assesses situations and determines which leadership skills are needed to achieve intended outcomes in routine situations	Leads others to achieve intended outcomes in complex and dynamic situations	Leads diverse individuals and teams to achieve program- or system-level outcomes
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				

Administration 3: Change Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes why change management is important in medical education	Participates in change management initiatives	Facilitates and manages change management initiatives	Implements change and reviews outcomes	Coaches others to create and implement effective change
☐	☐	☐	☐	☐
Comments: Not Yet Completed Level 1 ☐				