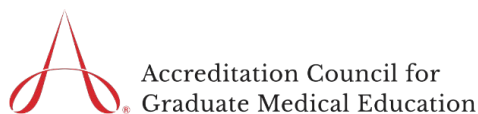# The Clinician Educator Milestone Project

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

Accreditation Council for Graduate Medical Education

Accreditation Council for Continuing Medical Education

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COLLEGES OF OSTEOPATHIC MEDICINE

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Clinician Educator Milestones

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Understanding Milestone Levels and Reporting

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 vi).

> 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 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.

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 ☐

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

Foundational

These subcompetencies demonstrate the commitment to lifelong learning and assessing how to promote own behaviors self before promoting others.

Administration

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

Diversity, Equity, and Inclusion

Acknowledge and address the complex intrapersonal, interpersonal, and systemic influences of diversity, power, and inequity (power, privilege) to promote equity and inclusion in all settings so all educators and learners can thrive and succeed.

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.

Foundational 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 and other input) to inform goals	Seeks performance data episodically, with adaptability and humility	Intentionally seeks performance data consistently, with adaptability and humility	Role models consistently seeking performance data with adaptability and humility
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 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 ☐

Foundational 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	Reflects on how personal and professional well-being may impact one's own clinical practice and teaching	Reflects on actions in real time to proactively respond to the inherent emotional challenges of the clinician educator's work and develops a plan to optimize personal and professional well-being	Role models optimal personal and professional well-being

Comments:

Not Yet Completed Level 1

Foundational 3: Barrier and Bias Mitigation

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common and complex biases to effective education and patient care (e.g., language, disability, cultural differences)	Proactively seeks to assess and reflect on one's personal biases, both explicit and implicit	Identifies strategies to mitigate the effects of bias on effective education and patient care	Addresses personal biases and proactively mitigates the effects of personal bias in effective education and patient care	Mentors others on recognition of bias and mitigation of barriers

Comments:

Not Yet Completed Level 1 ☐

Educational Theory and Practice 1: Teaching

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 to invite active learning and encourages critical appraisal	Uses scholarly teaching techniques for varied levels of learners across settings	Coaches an educator with teaching
Discusses lessons implicitly learned (e.g., hidden curriculum)	Identifies that own behavior (role modeling) is part of the hidden curriculum	Intentionally role models desired behaviors to aid the learner	Intentionally role models desired behaviors to aid the learner across settings	Works collaboratively to develop educator's ability to demonstrate desirable teaching behaviors

Comments:

Not Yet Completed Level 1 ☐

Educational Theory and Practice 2: Professionalism

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates punctuality, completes evaluations in a timely manner, 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 those of colleagues and learners and effectively manages those risks to produce the best outcome for the individual	Works at system level to lead higher-level changes that support professionalism
Understands the importance of consideration of the rights, feelings, traditions, and wishes of learners, patients, and team members	Demonstrates respect for learners, patients, and team members through behavior and communication	Effectively manages personal beliefs and biases	Consistently recognizes potential obstacles to unbiased and respectful communication, leadership, and educational practice, and applies strategies to mitigate against them 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	Implements appropriate methods and tools for assessment in a specific setting	Educates others on selection of appropriate assessment methods and tools	Designs and implements evidence-based assessment methods and tools	Designs and implements a system of assessment

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 items for learner feedback, and gives feedback that initiates behavior change	Consistently engages in feedback conversations across differences and in challenging situations that initiates behavior change	Guides others to conduct effective feedback conversations
Describes the importance of soliciting feedback on one's own skills with a growth mindset	Reviews feedback about one's own skills, manages one's own 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, metabolize, and incorporate feedback
Describes the importance of setting a learning environment that values feedback	Role models exemplary feedback practices without explicitly setting up the learning environment	Explicitly states the importance of feedback in the learning environment	Demonstrates expertise in explicitly constructing and maintaining a learning environment in which all learners give and receive feedback with intent to improve performance	

Comments:

Not Yet Completed Level 1 ☐

Education Theory and Practice 5: Remediation				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies a learner who is struggling	Identifies factors that contribute to poor performance, identifies helpful resources, and develops individualized learning plans in conjunction with the learner	Implements learning plans and follow-up strategies and successfully guides a learner who is struggling towards a short-term goal, separate from formal remediation	Develops and implements a formal remediation plan	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: Program Evaluation

Level 1	Level 2	Level 3	Level 4	Level 5
Describes the importance and elements of comprehensive program evaluation	Contributes to program evaluation	Conducts comprehensive program evaluation for curricular areas of responsibility	Uses theory or frameworks to guide program evaluation	Develops and implements multi-site evaluations or meta-evaluations
Describes how to create an action plan	Carries out an action plan to address areas identified as needing improvement	Creates an action plan to address areas identified as needing improvement	Uses innovative approaches to address programmatic areas of improvement	Disseminates interventions intended to support program 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 continuous professional development of learners	Identifies approaches or strategies to promote continuous professional development of learner	Employs a variety of approaches or strategies to promote continuous professional development of learners in a selected setting	Implements best practices to promote continuous professional development of learners in a variety of settings	Demonstrates expertise (e.g., teaches, researches) in the continuous professional development of learners
Describes differences between coaching, sponsoring, advising, and mentoring	Identifies approaches or strategies 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 mentoring	Demonstrates expertise (e.g., teaches, researches) for coaching, sponsoring, advising, and 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 science of learning theories that promote comprehension, engagement, retention, recall, and reflection in learners	Incorporates techniques described in the science of learning to medical education	Continuously incorporates new knowledge and skills regarding the science of learning to improve medical education practice	Deliberately and regularly uses techniques of theory of learning and varies application depending on situation	Contributes to new knowledge in the theory or science or learning

Comments:

Not Yet Completed Level 1 ▢

Educational Theory and Practice 9: Scholarship

Level 1	Level 2	Level 3	Level 4	Level 5
Describes definition of scholarship and basics of scholarly approach for teaching, fostering intellectual curiosity, and learning preferences	Recognizes multiple theories and strategies for teaching and promoting intellectual curiosity for different learning preferences	Routinely incorporates a variety of approaches derived from literature and other high-quality sources to improve teaching practices and promote intellectual curiosity	Role models a scholarly approach to teaching, fostering intellectual curiosity of learners, and incorporation of best practice	Demonstrates expertise in the use of a scholarly approach to education
Identifies forums for dissemination of educational approach, curricula, and/or research	Assists with dissemination of educational approach, curricula, and/or research that contributes to medical educational knowledge	Independently contributes to medical education scholarship or evidence through design of educational approach, curricula, and/or development of research findings	Expands medical education scholarship or evidence through regular dissemination of educational approach, curricula, and/or research findings	Demonstrates expertise in the field of scholarship and provides guidance, consultation, and mentoring across medical education

Comments:

Not Yet Completed Level 1 ☐

Well-Being: Well-Being of Self, Learner, and Colleagues

Level 1	Level 2	Level 3	Level 4	Level 5
Describes the relationship between well-being, burnout, learning, and patient safety	Shares approaches to support well-being	Employs approaches in various situations to support and foster well-being and reduce burnout	Employs system-based approaches towards fostering well-being and reducing burnout and consistently provides support and resources to foster well-being and reduce burnout	Uses experiences with learners to guide assessing, reimagining, and creating new interventions and structures to support well-being so burnout occurs less frequently
Describes signs of physical, emotional, and/or professional distress	Recognizes a learner in apparent distress	Intervenes and identifies resources for a specific situation	Guides someone in distress and provides on-going support	Guides others in recognizing learners in distress and educates in available resources

Comments:

Not Yet Completed Level 1 ☐

Diversity, Equity, and Inclusion

Level 1	Level 2	Level 3	Level 4	Level 5
Defines diversity, equity, inclusion, racism, and oppression (structural, institutional, interpersonal, and internalized) and their impact on the learning environment	Identifies inequities and applies strategies to mitigate racism and oppression and develop a diverse, inclusive, and equitable learning environment	Applies best practices in diversity, equity inclusion, and anti-oppression in one's own learning environment	Role models and advocates for best practices in diversity, equity, and inclusion, and works to systemically address inequities in the learning environment	Designs learning experiences that engage and support persons from diverse backgrounds, orientations, abilities, experiences, and perspectives

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: Learning Environment

Level 1	Level 2	Level 3	Level 4	Level 5
Describes ideal learning environments and contributory behaviors	Identifies strategies for developing ideal, equitable, and inclusive learning environments	Employs best practices in fostering ideal, equitable, and inclusive learning environments	Works collaboratively and leads others to foster ideal, equitable, and inclusive learning environments	Leads system-level strategic efforts to improve learning environments
Describes different roles and aspects of a diverse and inclusive interprofessional learning environment	Identifies the value of a diverse and inclusive interprofessional team-based approach in the learning environment	Engages in diverse and inclusive interprofessional learning environments	Navigates the complexities of a diverse and inclusive interprofessional learning environments	Leads others in development of diverse and inclusive interprofessional learning environments

Comments:

Not Yet Completed Level 1 ▢

Administration 4: 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	Teaches others how to create and implement change
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐
Comments:				
			Not Yet Completed Level 1	☐