

The Clinician Educator Milestone Project

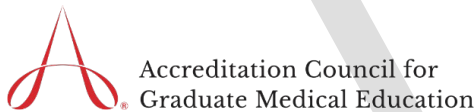
A Joint Initiative of

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



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Clinician Educator Milestones

Work Group

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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. Please 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
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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

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.

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
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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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

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
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Administration 4: Change Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes why change management is important in medical education	Supports change management initiatives	Engages in change management	Implements change and reviews outcomes	Teaches others how to create and implement change
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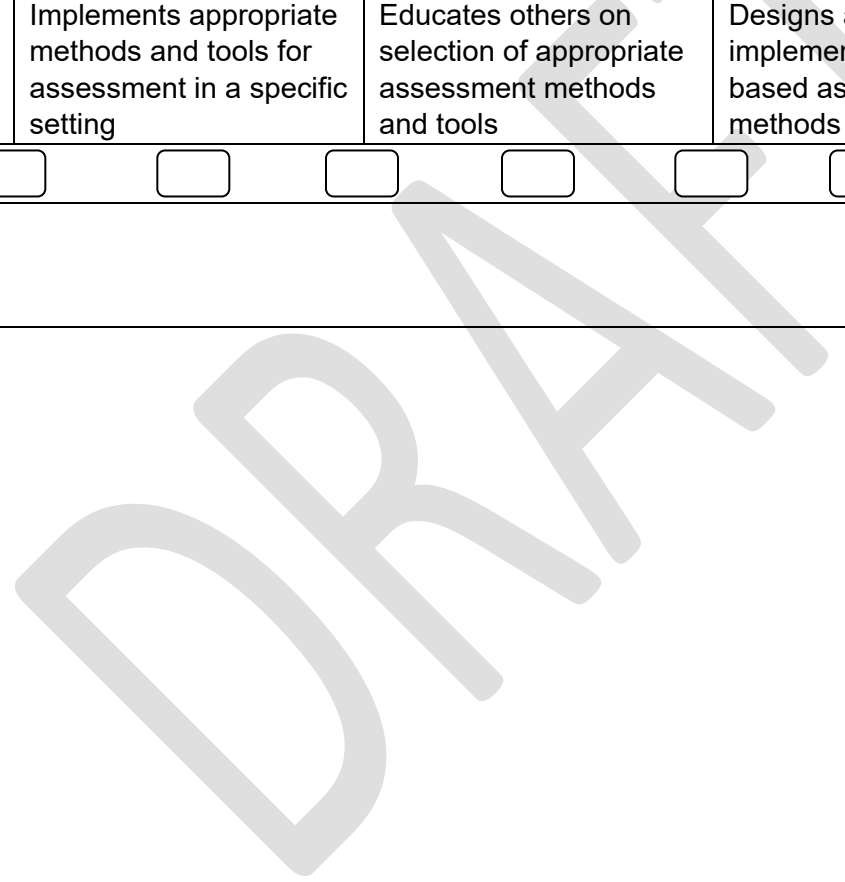
Educational Theory and Practice 1: Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes timing, content, and approaches to conducting feedback conversations</p>	<p>Elicits learners' goals and gives predominantly reinforcing feedback based on goals</p>	<p>Identifies items for learner feedback, and gives feedback that initiates behavior change</p>	<p>Consistently engages in feedback conversations across differences and in challenging situations that initiates behavior change</p>	<p>Guides others to conduct effective feedback conversations</p>
<p>Describes the importance of soliciting feedback on one's own skills with a growth mindset</p>	<p>Reviews feedback about one's own skills, manages one's own emotional reactions to feedback, and incorporates relevant items</p>	<p>Actively solicits general feedback from learners</p>	<p>Consistently solicits specific feedback from learners that leads to behavior change</p>	<p>Guides others to solicit, metabolize, and incorporate feedback</p>
<p>Describes the importance of setting a learning environment that values feedback</p>	<p>Role models exemplary feedback practices without explicitly setting up the learning environment</p>	<p>Explicitly states the importance of feedback in the learning environment</p>	<p>Demonstrates expertise in explicitly constructing and maintaining a learning environment in which all learners give and receive feedback with intent to improve performance</p>	
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<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

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Educational Theory and Practice 2: Scholarship				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Describes definition of scholarship and basics of scholarly approach for teaching, fostering intellectual curiosity, and learning preferences</p> <p>Identifies forums for dissemination of educational approach, curricula, and/or research</p>	<p>Recognizes multiple theories and strategies for teaching and promoting intellectual curiosity for different learning preferences</p> <p>Assists with dissemination of educational approach, curricula, and/or research that contributes to medical educational knowledge</p>	<p>Routinely incorporates a variety of approaches derived from literature and other high-quality sources to improve teaching practices and promote intellectual curiosity</p> <p>Independently contributes to medical education scholarship or evidence through design of educational approach, curricula, and/or development of research findings</p>	<p>Role models a scholarly approach to teaching, fostering intellectual curiosity of learners, and incorporation of best practice</p> <p>Expands medical education scholarship or evidence through regular dissemination of educational approach, curricula, and/or research findings</p>	<p>Demonstrates expertise in the use of a scholarly approach to education</p> <p>Demonstrates expertise in the field of scholarship and provides guidance, consultation, and mentoring across medical education</p>
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Educational Theory and Practice 3: Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates punctuality, completes evaluations in a timely manner, and presents “fit for duty”</p> <p>Understands the importance of consideration of the rights, feelings, traditions, and wishes of learners, patients, and team members</p>	<p>Is timely in the performance of duties and takes responsibility for follow-up on details</p> <p>Demonstrates respect for learners, patients, and team members through behavior and communication</p>	<p>Takes responsibility for errors/professional lapses and initiates corrective action when indicated</p> <p>Effectively manages personal beliefs and biases</p>	<p>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</p> <p>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</p>	<p>Works at system level to lead higher-level changes that support professionalism</p> <p>Develops organizational and institutional processes and strategies to facilitate respectful and unbiased communication and problem solving</p>
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Educational Theory and Practice 4: 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	
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Comments:					Not Yet Completed Level 1 <input type="checkbox"/>



Educational Theory and Practice 5: 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
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Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Education Theory and Practice 6: 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)
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Educational Theory and Practice 7: 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
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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
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Educational Theory and Practice 9: 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
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Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

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
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Diversity, Equity, and Inclusion				
Level 1	Level 2	Level 3	Level 4	Level 5
Defines diversity, equity, inclusion, and systemic racism and their impact on the learning environment	Identifies inequities and applies strategies to mitigate racism and develop a diverse, inclusive, and equitable learning environment	Applies best practices in diversity, equity inclusion, and anti-racism in own learning environment	Role models best practices in diversity, equity, inclusion, and anti-racism in own learning environment	Designs learning experiences that engage and support persons from diverse backgrounds, orientations, abilities, experiences, and perspectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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