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## **Educator Pathway**

# Level 1

**Competency Assessment Tool**

**Name:** Click here to enter text.

**The Level 1 competencies reflect the following**

• Individuals acting as preceptors or mentors for students, staff and colleagues.

• Their learner focus includes supporting individuals one on one or sometimes in small groups.

• Education is practice based

• Learning takes place in the preceptor/mentor’s area of practice.

**Learning Goals**

At the end of Level 1 Foundational Mentorship, participants will be prepared to establish mentorship relationships based on the application of theory and learner-centered teaching strategies.

At the end of Level 1 Advanced Mentorship, participants are prepared to examine established mentorship relationships by applying theory and learner centered teaching strategies, especially in challenging situations.

**Overview**

There are 6 core competencies with indicators articulated for each competency that represent examples of how the competency might be demonstrated. These indicators are not meant to be an exhaustive list of all possible indicators.

This competency assessment tool is meant to assist Educator Pathway participants

and other Clinical Educators who support learning to reflect on their practice and help them determine where they might fit into the pathway or where they might want to focus their professional development efforts.

**Instructions**

Please use the numbers to rate yourself on each of the competencies and indicators. Columns to indicate various dates are provided so that you can periodically review and reflect on your growth and increasing proficiency.

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| --- | --- | --- |
| *Score* | *Level of Proficiency* | *Explanation* |
| 1 | **Minimal** | Minimal knowledge/expertise. Rarely demonstrates. Requires significant development. |
| 2 | **Basic** | Basic knowledge/expertise. Sometimes demonstrates. Requires development. |
| 3 | **Moderate** | Moderate knowledge/expertise. Usually demonstrates. Maintains proficiency and identifies areas of ongoing learning. |
| 4 | **Advanced** | Advanced knowledge/expertise. Consistently demonstrates. Maintains proficiency and identifies areas for ongoing learning. |
| 5 | **Expert** | Expert knowledge. Consistently demonstrates expertise.  Maintains proficiency and identifies areas of ongoing learning. |

**Core Competency Assessment**

1. Demonstrates engagement with education theories

| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Demonstrates the application of teaching strategies that are informed by best evidence. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.2 | Provides rationale for the use of teaching strategies in relation to learning processes. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.3 | Describes factors that motivate learners to participate in learning. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.4 | Assesses learning needs in collaboration with the individual. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.5 | Develops clear learning goals with the individual. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.6 | Designs and implements a learning plan in collaboration with the individual. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.7 | Implements a variety of learner-centered teaching strategies. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.8 | Explains the difference between cognitive, psychomotor and affective learning domains. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.9 | Modifies teaching strategies to meet the learner’ needs. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.10 | Applies planning tools relevant to the learner and the practice setting. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.11 | Contributes to the evaluation of the learner. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.12 | Describes the impact of one’s beliefs and values related to teaching strategies. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.13 | Explains the concepts of preceptoring/mentoring in practice education. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 1.14 | Uses instructional tools, resources, technology and media. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

2.0 Fosters effective teaching and learning relationships

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| 2.1 | Reflects on the impact of one’s actions and decisions on others. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.2 | Provides constructive feedback to learners. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.3 | Respects the diversity of the individual. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.4 | Explains factors that influence the learning relationship with the individual. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.5 | Chooses teaching strategies that enhance learning relationships with individuals. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.6 | Acts as a preceptor/ mentor to the learner. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 2.7 | Demonstrates caring, confidence, patience, integrity and flexibility. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

1. Facilitates learning and creates effective learning environments

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| 3.1 | Explains factors that influence the learning environment. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 3.2 | Develops respectful working relationships to promote positive learning environments. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 3.3 | Assists individuals to translate knowledge into practice. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 3.4 | Models caring for oneself. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 3.5 | Identifies creativity in teaching strategies. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 3.6 | Inspires enthusiasm for learning. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

1. Manages multiple and/or complex factors related to learning

| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| --- | --- | --- | --- | --- | --- |
| 4.1 | Collaborates with others to maximize learning experiences for individuals. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 4.2 | Facilitates critical thinking and clinical reasoning in learners. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| --- | --- | --- | --- | --- | --- |
| 4.2 | Facilitates critical thinking and clinical reasoning in learners. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 4.3 | Identifies strategies for promoting learning in complex practice settings. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 4.4 | Demonstrates preceptor/mentor roles in a practice setting. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

1. Advances Professional Practice

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| 5.1 | Promotes reflective professional practice. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 5.2 | Develops a plan for ongoing professional growth to ensure one’s competency in a specific area of practice. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 5.3 | Role models evidence-informed practice. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 5.4 | Facilitates successful transition of a learner into a new area of practice. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 5.5 | Assists individuals with their practice needs. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 5.6 | Promotes the importance of professional practice to learners. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |

1. Demonstrates leadership abilities

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Indicator Statement** | Date | Date | Date | Notes |
| 6.1 | Communicates effectively through various routes (e.g. verbal and written.) | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 6.2 | Participates in quality and safety activities. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 6.3 | Actively supports change. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 6.4 | Advocates for learners and learning. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |
| 6.5 | Respects the mission and strategic priorities of the organization. | Level of Proficiency | Level of Proficiency | Level of Proficiency | Click here to enter text. |