**Master Instruction Clinical Observation**

*Master Instruction* Clinical Observation is designed to advance the practice of *Master Instruction* through self-reflection and peer observation. Integral to *Master Instruction* is creating a positive, participatory learning environment through deliberate use of evidence-based strategies to foster deep student learning. Self and dialogic reflection expands perspectives to confront and resolve actual and desired teaching practices and facilitate successful student learning outcomes. ***The descriptors found in the left column are characteristics of Master Instruction and not specific tasks.*** Through self-reflection, the individual faculty member must interpret the criterion in the way that best meets the clinical learning objective, content to be delivered, and learning environment setting. Prior to the observation, the designated observer will review the self-reflection of the clinical faculty member and then observe the faculty-student interaction and provide detailed feedback of the observation to promote professional development.

**Directions**

Clinical faculty are required to validate completion of the *Master Instruction* Clinical Observation process ***twice*** per fiscal year. A Likert scale is used to record observation responses of each characteristic of *Master Instruction* to guide professional development ***only***, it is not intended to serve as a performance evaluation. The observer must provide specific examples for each characteristic of *Master Instruction* to guide dialogue to advance the practice of *Master Instruction*. Following the observation, the observer will share their insights from the review with the clinical faculty member in a private meeting. The purpose of this meeting is to expand perspectives through dialogic reflection to transform teaching practices. The faculty member will also reflect upon and rate his/her practice of *Master Instruction* to guide professional development.

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| **Instructor** | **Course** | **Session** |
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| **Instructor D#** | | |
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| **Observer** | | |
|  | | |
| **Observer Title** | **Location** | | **Room** |
|  |  | |  |
| **Date of Observation** | | |
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| **Content Management: Clinical Application of Course Concepts** |  | |  |
| * *Demonstrates preparedness* * *Assists students to integrate course concepts with practical application* * *Explains how clinical assignments and evaluation methods support course outcomes* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. | |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Active Learning** | **Rating Scales** |  |
| * *Engages students, and brings a spirit of creativity to clinical teaching* * *Challenges student to rethink assumptions* * *Uses multiple strategies to facilitate learning* * *Facilitates clinical reasoning , critical thinking, and problem solving* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| **Relevance** | **Rating Scales** |  |
| * *Selects assignments based on student learning needs and course outcomes* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Facilitation** | **Rating Scales** |  |
| * *Conducts preclinical conference to assess student preparedness and set priorities of care* * *Conducts postclinical conference to debrief student experiences* * *Promotes appropriate level of student autonomy for safe practice* * *Uses reflective learning* * *Provides effective formative and summative feedback to guide student clinical development* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| **Integration** | **Rating Scales** |  |
| * *Assists students to integrate classroom knowledge with practical application* * *Encourages reflection of learning to be applied in future* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |

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| **Clinical Learning Environment** | **Rating Scales** |  |
| * *Reinforces the Student Pledge of Clinical Conduct* * *Promotes civility* * *Demonstrates professional behaviors consistent with moral, ethical, legal and regulatory principles and guidelines* * *Models and promotes nursing leadership through interprofessional collaboration* * *Establishes collegial relationship with agency /staff* | Rate the extent to which this characteristic of *Master Instruction* is observed:  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. |  |
| ***Comments:*** *(Include specific details.)* | | |
| ***What was done especially well during the observation?*** | | |
| ***What are opportunities to transform teaching practices?*** | | |
| **Self-reflection of the clinical faculty member. Reflect upon and rate your practice of *Master Instruction*:**  **4. Exceeds Expected Results**    Outstanding performance almost without exception.    Consistently demonstrates exceptional results and behaviors above  what is expected of the position.  **3. Fully Effective/Achieves Expected Results**  Solid performance.  Fulfills all expected results and behaviors.  Generates results above those expected of the position in some areas.  **2. Still Developing in Achieving Results**  Achieves results in some areas and requires development in other areas.  May need more consistency at times in achieving results.  Some additional development and improvement in results and/or behaviors is necessary in targeted areas.   1. **Does Not Fully Meet Expected Results**   Results in important areas are not being met.  Significant development and improvement in results and/or behaviors is necessary. | | |