

Creating and Using the Learning Agreement for Field

Competency-based education is a comprehensive, holistic approach to learning. Students are expected to demonstrate competence in each area or the ability to successfully perform skills and apply knowledge, values and cognitive-affective (critical thinking, judgment and self-reflection).

During the first two-four weeks of your field placement

1. Meet with your field instructor. Use this time to understand assigned roles, projects, expectations and specific areas of responsibility that will be a part of your learning during the semester.
2. Review agency materials related to your assignments at the agency such as: job descriptions, policies, procedures, reports, forms and records.
3. With input from your field instructor prepare a list of projects, assignments, roles and responsibilities. Review the Nine Competencies and Behaviors on the Learning Evaluation Tool in Sonia. Look at the rating cells for each behavior to understand the expectations for each category. For example, if the student expects to achieve a rating of outstanding, they will have to excel at meeting that behavior on a consistent basis, meaning multiple times throughout the semester.
4. Each behavior requires that the student demonstrate competence for each behavior and in one or more dimensions of learning (knowledge, skill, values and cognitive-affective).
5. Write one activity for each behavior. Each activity should be comprehensive and allow the student to perform it several times over the semester.
6. Be sure the activities are SMART (Specific, Measurable, Achievable, and Realistic with a Timeframe).
7. The student and field instructor review and sign the Learning Agreement in Sonia by the due date in the field education calendar.
8. The field liaison reviews, offers feedback for corrections (at times) and signs the agreement.

Each Week

The student reviews the Learning Agreement before supervision. Use the supervision log form to document activities completed and the corresponding competencies.

Mid – Semester Evaluation

1. The date for this evaluation is included on the field calendar. The student prepares by reviewing the learning agreement, making note of accomplishments, and planning for the rest of the semester. Identify areas of growth to enhance learning and ranking for each behavior to determine areas of focus for the rest of the semester.
2. This evaluation is verbal and not typically written. The field instructor writes evaluative comments when there are concerns about the student's performance or behavior.

Two to three weeks before the End of Semester Evaluation is due

1. Review the learning agreement activities and other areas of accomplishment for each competency.
2. Students may complete a self-evaluation. This can include an assessment of strengths, areas for growth in the coming semester.
3. The field instructor completes the evaluation. The student and field instructor meet to discuss and review the final evaluation.
4. The field liaison then reviews the evaluation.