



Clinical Fellows Program Rubric*

	Year One	Year Two	Year Three
Teaching	<p>The fellow reads literature about the method for teaching and the design of seminar and teaches seminar classes with or under the supervision of the clinic director. In the fall, the fellow focuses primarily on understanding the seminar materials in the syllabus and seminar plans. In the spring, the fellow will employ reflection on the previous semester's teaching in the seminar teaching in the spring semester. Fellow attends annual AALS Clinical Legal Education Section Conference.</p> <p><i>Best practices</i></p> <ul style="list-style-type: none"> • The fellow attends new fellow orientation. • The fellow reads literature identified by clinic director, TWEN site for clinical teaching, Clinical Anthology, and other sources regarding teaching the clinic seminar. • The fellow observes a seminar of another clinic. • The fellow plans seminar with specific learning goals regarding skills, values, doctrine, and engaging all the clinic students. • The fellow takes notes on <i>methods</i> in classes taught by the clinic director and discusses the effectiveness of those with clinic director after seminar. • The fellow arranges a moot of part of the class with the clinic director and at least 	<p>The fellow continues to read literature and explore clinical pedagogy and methods through clinical conferences. In addition, the fellow assumes more responsibility in teaching seminar classes in the fall and spring, with freedom to design new classes or components. Fellow attends annual AALS Clinical Legal Education Section Conference.</p> <p><i>Best practices</i></p> <ul style="list-style-type: none"> • The fellow continues to reflect upon and evaluate the fellow's and clinic director's seminar design and teaching methods and provides feedback and ideas on the classes taught by the fellow and director. • improvement. • The fellow incorporates the feedback into future classes. • The fellow designs a brown bag session on a specific topic related to seminar teaching and teaches and facilitates that session, including providing advance reading or a literature review. • Fellow attends weekly clinic brown bag meetings. • The fellow meets with the clinic director after each class the fellow teaches to discuss what worked well, and what needs improvement. 	<p>The fellow assumes more responsibility in the syllabus and course design. The fellow assumes more responsibility in teaching and designing seminar classes in the fall and spring. Fellow attends AALS annual conference for the Clinical Legal Education Section.</p> <p><i>Best practices</i></p> <p>The fellow finds other opportunities to teach in the law school, including in the externship program, as a guest lecturer in a doctrinal or seminar class, or in the collaborative Special Topics in Applied Feminism course, which is offered biannually and seeks 14 law professors to teach one class each.</p> <ul style="list-style-type: none"> • Fellow attends weekly clinic brown bag meetings. • Fellow attends annual AALS Clinical Legal Education Section Conference and potentially serves as working group leader or concurrent session presenter.



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	<p>one other fellow, to absorb teaching feedback.</p> <ul style="list-style-type: none"> • The fellow records the class, reviews it, and meets with the clinic director shortly after the class to discuss what worked well and what needs improvement. • The fellow incorporates that feedback into the subsequent classes taught. • The fellow meets with the clinic director after each class the fellow teaches to discuss what worked well, and what needs improvement. • Fellow attends weekly clinic brown bag meetings. • Fellow attends annual AALS Clinical Legal Education Section Conference and any other conferences based on discussion with clinic director. • After each semester, fellow may share student evaluations with clinic director to discuss the feedback. 	<ul style="list-style-type: none"> • Fellow potentially serves as working group leader or concurrent session presenter at AALS annual Clinical Legal Education Section Conference. • The fellow participates as co-presenter during new clinic fellow orientation. • After each semester, fellow may share student evaluations with clinic director to discuss the feedback. 	<ul style="list-style-type: none"> • The fellow participates as co-presenter during new clinic fellow orientation. • Fellow serves as working group leader or concurrent session presenter at AALS Conference for Clinical Legal Education Section. • After each semester, fellow may share student evaluations with clinic director to discuss the feedback.
Supervision	<p>The fellow supervises two students in the fall, and four students in the spring.</p> <p><i>Best practices</i></p> <ul style="list-style-type: none"> • The fellow reads literature on clinical pedagogy for enriched understanding of supervision. The clinic director will identify readings from the TWEN site, the Clinical Anthology, and other sources. • During the fellow's first semester, the fellow observes a senior clinician (not their clinic director) conducting a 	<p>The fellow supervises four students each semester. If helpful to the fellow for case coverage, the fellow can also supervise advanced clinic students ("Clinic IIs")</p> <p><i>Best Practices</i></p> <ul style="list-style-type: none"> • The fellow continues to read literature on clinical pedagogy for enriched understanding of supervision. • The fellow attends biweekly supervision rounds led by 	<p>The fellow supervises four students each semester. If helpful to the fellow for case coverage, the fellow can also supervise advanced clinic students ("Clinic IIs")</p> <p><i>Best Practices</i></p> <ul style="list-style-type: none"> • Same as year two. • The fellow designs a brown bag session on a specific topic related to supervision methodology



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	<p>supervision meeting. That same senior clinician observes a fellow's supervision meeting. Prior to each supervision, the supervising clinician discusses with the observing clinician the supervisor's goals for the supervision. After the supervision session, the supervisor and observer debrief the session about planning and strategies.</p> <ul style="list-style-type: none">• During the fellow's first semester, the fellow observes their own clinic director doing supervision. Prior to the supervision, the clinic director shares their goals for the supervision. After the supervision session, the fellow and clinic director debrief the session about planning and strategies.• During the fellow's second semester, the clinic director observes one supervision meeting by the fellow. Prior to the supervision, the fellow discusses with the clinic director the fellow's goals for the supervision. After the supervision session, the fellow and clinic director debrief the session about planning and strategies.• The fellow attends biweekly supervision rounds led by Associate Dean for Experiential Education to surface and problem solve particular issues that are arising in their supervisions.• Fellow attends weekly clinic brown bag meetings.	<p>Associate Dean for Experiential Education to surface and problem solve particular issues that are arising in their supervisions.</p> <ul style="list-style-type: none">• There are no required observations, but the fellow can arrange observations on an ad hoc basis.• Fellow attends weekly clinic brown bag meetings.• Fellow continues to routinely maintain notes on each student's performance on client/project/class work and any supervision feedback and evaluation provided to guide development of supervision pedagogy as well as information for mid-semester and final evaluation.	<p>and facilitates that session, including providing advance reading or a literature review.</p> <ul style="list-style-type: none">• Fellow attends weekly clinic brown bag meetings.• Fellow continues to routinely maintain notes on each student's performance on client/project/class work and any supervision feedback and evaluation provided to guide development of supervision pedagogy as well as information for mid-semester and final evaluation.



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	<ul style="list-style-type: none"> Fellow routinely maintains notes on each student's performance on client/project/class work and any supervision feedback and evaluation provided to guide development of supervision pedagogy as well as information for mid-semester and final evaluation. 		
Scholarship	<p>The fellow takes initial steps to engage in legal scholarship but is not expected to write an article because the first-year focus is on their teaching and lawyering.</p> <p><i>Best Practices</i></p> <ul style="list-style-type: none"> Fellow attends scholarship events in the law school, including Faculty Research and Development (FRD) talks by UB and visiting faculty and the Mid-Atlantic Clinical Theory Workshop. Fellow begins thinking about a scholarly topic they would like to write on. Fellow begins to read literature in their area and posing questions about a topic they believe would be fruitful to explore in their scholarship Fellow discusses their topic with their clinic director and other faculty as appropriate to flesh out their ideas. During the summer <i>after</i> their first year, fellows begin targeted research and drafting of their article. Fellow has a topic, working thesis, outline, and abstract done by the end of the summer after their first year of teaching. 	<p>The fellow develops, workshops and, ideally, submits an article, or engages in other significant writing project.</p> <p><i>Best Practices</i></p> <ul style="list-style-type: none"> Fellow continues to attend FRD and other scholarly events. Fellow shares their topic, working thesis, outline, abstract and any drafts with their Clinic Director and other faculty, to elicit feedback and receive support and guidance. Fellow circulates and workshops their draft article during a Clinic Brown Bag. Fellow workshops their draft at one outside forum, such as the Clinical Law Review writing workshop, the Mid-Atlantic Clinical Theory workshop, Works-in-Progress (WIP) session at the annual AALS Clinical Legal Education Section Conference, or any junior-friendly venues. 	<p>For fellow going on the teaching market, the fellow prepares a job talk based upon their scholarship.</p> <p><i>Best Practices</i></p> <ul style="list-style-type: none"> Fellows convert their article into a "job talk" by mooting at a brown bag (or other time with multiple faculty present). Fellows develop a research agenda for future writing. Fellow continues to attend FRD and other scholarly events. Fellow begins work on their next piece of scholarship. Fellow workshops any new writings, whether within UB or at outside venues. Fellow finds ways to convert their article and any other scholarly interests into non-law review venues, like op-



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		<ul style="list-style-type: none"> Fellow aims to submit their article during the August submission cycle following their second year. 	eds, blog posts, or similar media.
Lawyering	<p>Fellow covers cases between semesters.</p> <ul style="list-style-type: none"> In November and April, fellow meets with the clinic director to anticipate the between-semester workload and seek any appropriate support (like hiring a summer law clerk). During winter and summer break, fellow is present at least two, and preferably three days a week in the office when the law building is open, for client coverage (and more as required by case or project schedules). When the law building is closed, fellow makes arrangements with Clinic Administrator to ensure fellow's availability in the event of clinic related emergencies. Fellow is responsible for screening all incoming clinic-related mail and calls for their clinic, including checking clinic director's mailbox for clinic-related mail. Fellow informs front desk to forward all clinic-related calls and place all clinic-related mail in fellow's box. In consultation with their clinic directors, the fellows support each other to ensure case and project coverage over vacation, even when that means working in a new area of law. On the days when fellow is not present in the office, and not on vacation, fellow should be engaged in scholarship or 	<p>Fellow covers cases between semesters.</p> <ul style="list-style-type: none"> In November and April, fellow meets with the clinic director to anticipate the between-semester workload and seek any appropriate support (like hiring a summer law clerk). During winter and summer break, fellow is present at least two, and preferably three days a week in the office when the law building is open, for client coverage (and more as required by case or project schedules). When the law building is closed, fellow makes arrangements with Clinic Administrator to ensure fellow's availability in the event of clinic related emergencies. Fellow is responsible for screening all incoming clinic-related mail and calls for their clinic, including checking clinic director's mailbox for clinic-related mail. Fellow informs front desk to forward all clinic-related calls and place all clinic-related mail in fellow's box. In consultation with their clinic directors, the fellows support each other to ensure case and project coverage over vacations, even 	<p>Fellow covers cases between semesters.</p> <p>In November and April, the fellow meets with the clinic director to anticipate the between-semester workload and seek any appropriate support (like hiring a summer law clerk).</p> <ul style="list-style-type: none"> During winter and summer break, fellow is present at least two, and preferably three days a week in the office when the law building is open, for client coverage (and more as required by case or project schedules). When the law building is closed, fellow makes arrangements with Clinic Administrator to ensure fellow's availability in the event of clinic related emergencies. Fellow is responsible for screening all incoming clinic-related mail and calls for their clinic, including checking clinic director's mailbox for clinic-related mail. Fellow informs front



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	<p>other work in furtherance of their development as a teacher and lawyer.</p> <p>Fellow attends any CLE programs beneficial to their practice area.</p>	<p>when that means working in a new area of law.</p> <ul style="list-style-type: none"> On the days when fellow is not present in the office, and not on vacation, fellows should be engaged in scholarship or other work in furtherance of their development as a teacher and lawyer. <p>Fellow attends any CLE programs beneficial to their practice area.</p> <p>Fellow is encouraged to be involved in a bar association or nonprofit organization relevant to their clinic work.</p>	<p>desk to forward all clinic-related calls and place all clinic-related mail in fellow's box.</p> <ul style="list-style-type: none"> In consultation with their clinic directors, the fellows support each other to ensure case and project coverage over vacations, even when that means working in a new area of law. On the days when fellow is not present in the office, and not on vacation, fellow should be engaged in scholarship or other work in furtherance of their development as a teacher and lawyer. <p>Fellow attends any CLE programs beneficial to their practice area.</p> <p>Fellow is encouraged to be involved in a bar association or nonprofit organization relevant to their clinic work.</p>
Law School and Clinical Program	Fellow is a member of the law school faculty and is expected to engage in the community as appropriate. All fellows' contracts are for 40 hours/week.	Fellow is a member of the law school faculty and is expected to engage in the community as appropriate. <ul style="list-style-type: none"> Same as year one except as noted below. 	Fellow is a member of the law school faculty and is expected to engage in the community as appropriate. <ul style="list-style-type: none"> Same as year two.



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	<ul style="list-style-type: none">• Fellow attends monthly faculty meetings, although fellow is unable to vote on matters.• Fellow attends weekly clinical brown bag meetings and participates in programmatic discussions and planning.• The Center on Applied Feminism always invites clinical fellows to serve on the conference committee for the annual conference. Fellows are encouraged to serve on the committee if interested.• Fellow participates in other aspects of the law school life, like supporting student events, attending job talks, and more, if interested and time permits.	<ul style="list-style-type: none">• Fellow is encouraged to become involved with a student group relevant to their practice, scholarship, or interests.• Fellow attends candidate job talks and small group meetings.	
General	<p><i>Best Practices</i></p> <ul style="list-style-type: none">• Prior to the fall semester, fellow will engage in teaching, supervision, scholarship, lawyering, and law school and clinical program goal setting (based on rubric) for the semester and academic year.• Fellow will share goals with Clinic Director.• After fall and spring semester, fellow meets with Clinic Director to reflect on goals and adjust as necessary.	<p><i>Best Practices</i> Same as year one.</p>	<p><i>Best Practices</i> Same as year two.</p>

*This Rubric provides guidelines for fellows in the UB Clinical Law Fellows Program. This Rubric will serve as a basis for ongoing feedback and evaluation of the fellow by the fellow's clinic director. The Rubric provides a baseline of career development and progression.



**UNIVERSITY OF
BALTIMORE**

School of Law

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Based on each fellow's individual circumstances, this Rubric may be modified based on discussions and agreement between the fellow and the fellow's individual clinic director.