

(Updated 4/9/09)

To: Field Instructors

From: Professor Margaret Ivey Bacigal
Director, Clinical Placement Program

Subject: <date> Midterm Evaluations

<date> is the semester mid-point and the time to conduct a formal written interim evaluation of the law student assigned to you. The purpose of this evaluation is to assess how the student is performing and to identify any needed changes in the placement. I would appreciate your completing the attached evaluation form and discussing it with the student by <date>. You may either mail the signed evaluation form to me or have it delivered by the student.

In conducting the evaluation, it is important that students be told in clear, concrete terms not only what they are doing well, but which areas need improvement. The student still has half of the semester to work on problems and to improve performance. The evaluation will also give you an opportunity to determine if the student is meeting the learning goals set forth in his or her work plan and to review the placement. Is the work you are assigning the student sufficiently challenging? Are the assignments varied enough to expose the student to the way law is actually practiced in your area? Has the student been given work which requires improvement in the student's weaker areas, such as writing or oral performance?

Students are being advised of the evaluation and informed that at the evaluation meeting, they are responsible for discussing any changes they feel would improve the placement. Do they want more or different work? Are there learning experiences which they anticipated in the placement which have not been realized? Do they need more or different supervision or feedback?

I hope that this evaluation meeting will be successful for both you and the student. I am interested in the outcome of these meetings and will be calling to discuss the evaluation with you. If any issues surface at the evaluation meeting which you wish to discuss, please feel free to contact me at (804) 289-8950.

I hope everything is going well with your placement this semester. Your cooperation in this program is appreciated by the entire Law School community, your students, and most especially by me. Please let me know if there is anything I can do to improve the program.

Attachment <mid term eval>

Student Name _____

STUDENT MIDTERM EVALUATION

Please complete the following evaluation of the student assigned to you this semester and review it with the student by **<date>**. For question one, you are to evaluate the student's performance by comparing it to other law students. The scale is as follows:

- 1 - Excellent, outstanding performance for law student
- 2 - Good, compared to other law students
- 3 - Satisfactory work by a law student
- 4 - Needs Improvement
- 5 - Unsatisfactory

If you would like to elaborate on any of these performance areas, please do so in the comments section below or attach a narrative supplement. Return the signed original to Professor Bacigal. Thank you.

1. At this point in the semester, please evaluate the student's work performance with regard to the following where applicable:

<u>Diligence</u>	1	2	3	4	5
<u>Maturity</u>	1	2	3	4	5
<u>Initiative</u>	1	2	3	4	5
<u>Cooperation</u>	1	2	3	4	5
<u>Reliability</u>	1	2	3	4	5
<u>Timeliness</u>	1	2	3	4	5
<u>Intellectual Curiosity</u>	1	2	3	4	5
<u>Sensitivity to Ethical Issues</u>	1	2	3	4	5
<u>Interpersonal Skills</u>	1	2	3	4	5
<u>Research Skills</u>	1	2	3	4	5
<u>Writing Skills</u>	1	2	3	4	5
<u>Analytical Skills</u>	1	2	3	4	5
<u>Oral Advocacy Skills</u>	1	2	3	4	5
<u>Lawyering Skills</u>	1	2	3	4	5
<u>(i.e., interviewing counseling, negotiation)</u>					
<u>Overall Performance</u>	1	2	3	4	5

2. Please identify areas of strength or weakness in the student's performance.

3. Please discuss the area(s) in which the student has improved the most.

4. Are you planning any changes in the student's duties and responsibilities during the second half of the semester? If so, please describe.

5. Comments or Concerns

Field Instructor

Student Extern

Date

Date

<date>

To: Clinical Placement Program Students

From: Professor Margaret Ivey Bacigal
Director, Clinical Placement Program

Subject: **<date> Midterm Evaluation**

<date> marks this semester's mid-point in your placement and the time for your midterm evaluation with your Field Instructor. You are responsible for scheduling this meeting by **<date>**. At the evaluation, you will be asked to sign a form that has previously been sent to your Field Instructor. (See Attachment A.) The signed original must be returned to me. Your Field Instructor may either mail the form or have you deliver it. The deadline for returning the form is **<date>**.

Field Instructors have been asked to give you feedback on your successes and areas needing improvement. This is your chance to obtain the kind of feedback which will enable you to evaluate yourself as a new lawyer and to improve your work.

This evaluation is not solely the responsibility of your Field Instructor. Part of the purpose of the Clinic is to acquire adult learning skills, among the most important of which are setting and meeting personal goals in your work. In order to achieve your goals, you will need to use this meeting to bring your needs, concerns, and requests to your Field Instructor's attention. Try to negotiate changes in the placement which will make it meet your educational goals. If you fail to do this in your evaluation meeting with your Field Instructor, contact your section professor or me ((804) 289-8950) to discuss the problem.

In preparation for your meeting with your Field Instructor, I am asking you to submit a journal entry responding to the questions in Attachment B. Your responses are due **<date>**. Following your evaluation with your Field Instructor, I would like you to include in your journal entry a discussion of the evaluation and any problems or concerns you have. This entry will be due **<date>**.

I hope you are enjoying your placements and achieving your goals. If you have any questions, please let me know.

Attachments <mid term evaluation and attachment B>

MIDTERM JOURNAL PLACEMENT CRITIQUE

Please respond to each of the following questions in your journal. This assignment is due <date>. Thank you.

1. Evaluate your placement to date. Include in your discussion what you see as the strengths and weaknesses of the placement. Are you being given work which is sufficiently varied and challenging? Are you meeting the learning goals you identified in your work plan? If not, why and what steps will you take with your field instructor to insure your goals are met? Are there learning opportunities you expected to have in this placement which you have not been given?
2. Evaluate your field instructor. What are his/her strengths and weaknesses? Are there things you wish the field instructor would do differently? If so, what and why?
3. What do you like and dislike about your work environment? (The purpose of this question is to help you identify those things which may be important to you when you begin your professional career).
4. Discuss your most valuable learning experience so far.

<date>

To: Field Instructors

From: Professor Margaret Ivey Bacigal
Director, Clinical Placement Program

Subject: **Final Evaluations of Students**

The clinical semester is rapidly drawing to a close. The student's last day of clinical field work is Friday, <DATE>. For the student to receive academic credit for participation in the Clinical Placement Program, the attached final evaluation must be completed and returned to me by **Wednesday, <DATE>**.

The final evaluations are a crucial component of the Clinical Placement Program. The program's goal is to produce ethical, educated, professional, competent lawyers. Your candid feedback is essential in helping us achieve this goal. For students to reach their full potential, they need to understand both their successes and failures. The Clinical Placement Program also relies on the evaluations to determine if programmatic changes need to be made and to refine selection criteria for student interns.

A satisfactory evaluation is necessary for the student to receive a passing grade. Our system of journals, time sheets, biweekly meetings with students, and interim evaluations is intended to identify and eliminate problems related to a student's performance early in the semester. If you believe a student has failed to satisfactorily and professionally meet all the placement obligations, however, please reflect this in the evaluation and let me know as soon as possible.

In preparing the final evaluation, if the student has worked with other lawyers in the office, please obtain their input. Once the evaluation is complete, it needs to be discussed with the student. The student must sign the evaluation acknowledging he or she has read it and met with you. The evaluation then needs to be mailed or returned by the student to me. Credit cannot be awarded until I have the evaluation on file at the law school.

If you have any questions or comments concerning the Clinical Placement Program, please contact me at (804) 289-8950. Thank you for your involvement this semester. Your willingness to share your insights and expertise with our students enhances their professional development.

Due <date>

CIVIL AND CRIMINAL PLACEMENTS

FINAL EVALUATION

Field Instructor's Name

Student's Name

1. **Work Performed:** Please describe the work performed by the student during the semester.

2. **Lawyering Skills:** Please comment on those areas which are relevant to your student.
 - a. **Research:** Was it thorough and accurate? Is the student able to develop a coherent research strategy? Does the student tend to over or under research a topic?

 - b. **Legal Analysis:** Can the student identify issues; analyze cases, statutes and regulations; and apply the law to the facts? Is the student able to develop a specific and coherent theory of the case as well as alternative theories, where appropriate? In the absence of controlling legal authority, is the student able to reason from analogous legal principles? Is the student able to identify and evaluate in appropriate cases how economic, social, political, and other policy factors impact legal analysis?

 - c. **Writing:** Was each written product accurate, well written, organized, thorough, and concise? Was the intended audience taken into account? Did the student demonstrate the ability to write persuasively?

 - d. **Fact Investigation:** Was it thorough and imaginative? Were sufficient attempts made to secure all necessary data?

 - e. **Planning:** Did the student develop a theory and strategy for each assignment on cases, including an appropriate interpretation and application of evidence, statutes, regulations, and case law in order to develop a plan for using the facts and law to benefit the client/victim? Did the student take the time and effort necessary to think through the ethical, strategic, and interpersonal issues arising

from the assignments? Does the student have the ability to tolerate ambiguity?

- f. **Interviewing**: Was relevant information appropriately obtained? Was rapport established? Where applicable, was agreement about what was going to be done, or not done, for client/victim clearly reached?
 - g. **Counseling: Civil Placements** - Did the student help the client define his or her problems, and understand and choose among options? Were client's questions answered? Was the student sensitive to the full range of client needs?
Criminal Placements - Was the student effective in explaining the criminal justice process and the role of the prosecutor to the victim? Were the victim's questions answered? Was the student sensitive to the victim's concerns and to the full range of the victims needs?
 - h. **Negotiation**: Did the student demonstrate an understanding of the negotiation process, and an ability to evaluate the strengths and weaknesses of both parties' cases?
 - i. **Hearing Preparation and Performance**: Was the requisite time and effort expended to prepare the client/victim and other witnesses adequately? Were the arguments, including opening and closing, effective in achieving the desired purposes? Did examination of witnesses elicit the relevant information in a coherent manner? Did cross-examination elicit what was helpful to the client/victim's case and exploit weaknesses in the other side's case? Did the student know when to stop cross? Were objections appropriately made?
3. **Professional Responsibility**:
- a. **Professional Ethics**: Was the student alert to ethical issues as they arose in cases? Did he or she initiate discussions of these issues?
 - b. **Effort**: In performing assignments, was a zealous attempt made to present the best possible case? Did the student show initiative or only minimal effort to get the work done?
 - c. **Reliability**: Was the student punctual with regard to appointments and assignments? Were files and records properly organized and maintained? Were deadlines met?
 - d. **Interpersonal Relations**: Did the student work effectively with you, other attorneys, support staff and clients? Was he or she sensitive to the interpersonal

dynamics of group settings? Were appropriate relationships maintained with clients and administrative and court officials?

4. **Educational Responsibility:** Was the student responsive to criticism? Did he or she show improvement over the semester? Did the student take the initiative in seeking educational experiences and time to meet with his or her supervisor? Did the student seek appropriate clarification of assignments?

5. **Overall Assessment:** What is your general assessment of the student? What are the student's major strengths and weaknesses? Do you trust the student and respect his or her work? If you had the resources, would you hire him or her?

This evaluation has been discussed with the student.

Field Instructor's Signature

Date

Student's Signature

Date

Thank you for your commitment to our students.

Due: <date>

CIVIL PLACEMENT – COMMONWEALTH MEDIATION

FINAL EVALUATION

Field Instructor's Name

Student's Name

1. **Work Performed:** Please describe the work performed by the student during the semester.

2. **Mediation Skills:**
 - a. Did the student demonstrate an understanding of the mediation process?

 - b. Did the student allow adequate time for planning and preparation?

 - c. Did the student demonstrate adequate knowledge of the issues involved?

 - d. Please address the student's skill, competence, and effectiveness as a mediator, noting particular strengths and areas for improvement in each stage of the mediation process, e.g., the introduction, information sharing, issue clarification, generation of options, and resolution/closure.

 - e. Was the student able to maintain neutrality, impartiality, and objectivity during the mediation? Did the student avoid giving advice or pressuring the parties?

 - f. Please comment on the student's communication and listening skills as a mediator.

 - g. Was student able to build rapport with parties to the mediation?

- h. Did the student demonstrate an understanding and show respect for different values and lifestyles?
 - i. Was the student able to assess the ongoing appropriateness of a case for mediation?
 - j. Was the student able to provide appropriate information and referral resources, where needed?
 - k. Where applicable, was the student able to recognize the need for caucusing and did the student effectively employ the technique?
 - l. Did the student demonstrate an ability to handle difficult or unexpected situations during the mediation, including dealing with emotional situations, control issues, and imbalances of power?
 - m. Did the student demonstrate sufficient flexibility during the mediation process and was the student able to strategize creatively to assist in the mediation process?
 - n. Was student able to work effectively with co-mediators and clients?
3. **Lawyering Skills**: Please comment on those areas which are relevant to your student.
- a. **Research**: Was it thorough and accurate? Is the student able to develop a coherent research strategy? Does the student tend to over or under research a topic?
 - b. **Legal Analysis**: Can the student identify issues; analyze cases, statutes and regulations; and apply the law to the facts? Is the student able to develop a specific and coherent theory of the case as well as alternative theories, where

appropriate? In the absence of controlling legal authority, is the student able to reason from analogous legal principles? Is the student able to identify and evaluate in appropriate cases how economic, social, political, and other policy factors impact legal analysis?

- c. **Writing**: Was each written product accurate, well written, organized, thorough, and concise? Was the intended audience taken into account? Did the student demonstrate the ability to write persuasively?

- d. **Fact Investigation**: Was it thorough and imaginative? Were sufficient attempts made to secure all necessary data?

- e. **Planning**: Did the student develop a theory and strategy for each assignment, including an appropriate interpretation and application of evidence, statutes, regulations, and case law in order to develop a plan for using the facts and law to meet the requirements of the assignment? Did the student take the time and effort necessary to think through the ethical, strategic, and interpersonal issues arising from the assignments? Does the student have the ability to tolerate ambiguity?

- f. **Interviewing/Orientation Sessions**: Was relevant information appropriately obtained and provided? Was rapport established? Where applicable, was agreement about what was going to be done, or not done, for parties clearly reached?

- g. **Negotiation**: If applicable, did the student demonstrate an understanding of the negotiation process and an ability to evaluate the strengths and weaknesses of both parties' cases?

4. **Professional Responsibility:**
 - a. **Professional Ethics:** Was the student alert to ethical issues as they arose in cases? Did he or she initiate discussions of these issues?
 - b. **Effort:** In performing assignments, was a zealous attempt made to present the best possible case? Did the student show initiative or only minimal effort to get the work done?
 - c. **Reliability:** Was the student punctual with regard to appointments and assignments? Were files and records properly organized and maintained? Were deadlines met?
 - d. **Interpersonal Relations:** Did the student work effectively with you, other attorneys, support staff and clients? Was he or she sensitive to the interpersonal dynamics of group settings? Were appropriate relationships maintained with clients and administrative and court officials?
5. **Educational Responsibility:** Was the student responsive to criticism? Did he or she show improvement over the semester? Did the student take the initiative in seeking educational experiences and time to meet with his or her supervisor? Did the student seek appropriate clarification of assignments?
6. **Overall Assessment:** What is your general assessment of the student? What are the student's major strengths and weaknesses? Do you trust the student and respect his or her work? If you had the resources, would you hire him or her?

This evaluation has been discussed with the student.

Field Instructor's Signature

Date

Student's Signature

Date

Thank you for your commitment to our students.

Due <date>

JUDICIAL PLACEMENT

FINAL EVALUATION

Field Instructor's Name

Student's
Name

-
1. **Work Performed:** Please describe work performed by the student during the semester.

 2. **Research & Writing Skills:** Please comment on those areas that are relevant to your student.
 - a. **Research:** Was it thorough and accurate? Is the student able to develop a coherent research strategy? Does the student tend to over research or under research a topic?

 - b. **Factual Analysis:** Did the written product accurately present all facts necessary to an understanding of the case and the resolution of the issues?

 - c. **Legal Analysis:** Can the student identify issues; analyze cases, statutes, and regulations; and correctly apply governing legal principles to the facts? In the absence of controlling legal authority, is the student able to reason from analogous legal principles?

 - d. **Writing:** Was each written product accurate, well organized, thorough and concise? Were governing legal principles clearly and correctly stated?

 3. **Courtroom Observation:** Did the student take advantage of the opportunity to observe courtroom proceedings? Was he or she interested in discussing what was observed, such as attorney performance, evidentiary rulings, etc., or otherwise use this observation as a learning experience?

4. **Professional Responsibility:**

- a. **Professional Ethics:** Was the student alert to ethical issues as they arose in cases? Did he or she initiate discussions of these issues?

- b. **Effort:** Did the student show initiative or only minimal effort to get the work done?

- c. **Reliability:** Was the student punctual with regard to appointments and assignments? Were deadlines met?

- d. **Interpersonal Relations:** Did the student work effectively with you, other clerks, your secretary, the clerk's office, and other courtroom personnel?

5. **Educational Responsibility:** Was the student responsive to criticism? Did he or she show improvement over the semester? Did the student take the initiative in seeking educational experiences and time to meet with you? Did the student seek appropriate clarification of assignments?

6. **Overall Assessment:** What is your general assessment of the student? What are the student's major strengths and weaknesses? Do you trust the student and respect his or her work?

This evaluation has been discussed with the student.

Judge's Signature

Date

Student's Signature

Date

Thank you for your help in making this a terrific semester!

Due <date>

IN-HOUSE COUNSEL PLACEMENTS

FINAL EVALUATION

Field Instructor's Name

Student's Name

1. **Work Performed:** Please describe the work performed by the student during the semester.

2. **Lawyering Skills:** Please comment on those areas which are relevant to your student.
 - a. **Research:** Was it thorough and accurate? Is the student able to develop a coherent research strategy? Does the student tend to over or under research a topic?

 - b. **Legal Analysis:** Can the student identify issues; analyze cases, statutes and regulations; and apply the law to the facts? Is the student able to develop a specific and coherent theory of the case as well as alternative theories, where appropriate? In the absence of controlling legal authority, is the student able to reason from analogous legal principles? Is the student able to identify and evaluate in appropriate cases how economic, social, political, and other policy factors impact legal analysis?

 - c. **Writing:** Was each written product accurate, well written, organized, thorough and concise? Was the intended audience taken into account? Did the student demonstrate the ability to write persuasively?

 - d. **Fact Investigation:** Was it thorough and imaginative? Were sufficient attempts made to secure all necessary data?

 - e. **Planning:** Did the student develop a theory and strategy for each assignment, including an appropriate interpretation and application of evidence, statutes, regulations and case law in order to develop a plan for using the facts and law to benefit the client? Did the student take the time and effort necessary to think through the ethical, strategic, and interpersonal issues arising from the assignments? Does the student have the ability to tolerate ambiguity?

- f. **Interviewing**: Was relevant information appropriately obtained? Was rapport established? Was agreement about what was going to be done, or not done, for client clearly reached, where applicable?
- g. **Counseling**: Did the student help the client define client's problems, and understand and choose among options? Were client's questions answered? Was the student sensitive to the full range of client needs?
- h. **Negotiation**: Did the student demonstrate an understanding of the negotiation process and an ability to evaluate the strengths and weaknesses of each parties' position or case?
- i. **Claims and Litigation Management (if applicable)**: Did the student understand in-house counsel's role in litigation? Was the student sensitive to preventive law measures? Was student able to review and prepare discovery and other claims and litigation documentation in an effective and coherent manner? Did the student work effectively with the client and outside counsel in preparing cases?

3. **Professional Responsibility**:

- a. **Professional Ethics**: Was the student alert to ethical issues as they arose in cases? Did he or she initiate discussions of these issues?
- b. **Effort**: In performing assignments, was a zealous attempt made to present the best possible case? Did the student show initiative or only minimal effort to get the work done?
- c. **Reliability**: Was the student punctual with regard to appointments and assignments? Were files and records properly organized and maintained? Were deadlines met?
- d. **Interpersonal Relations**: Did the student work effectively with you, other attorneys, support staff and clients? Was he or she sensitive to the interpersonal dynamics of group settings? Were appropriate relationships maintained with clients and administrative and court officials?

4. **Educational Responsibility**: Was the student responsive to criticism? Did he or she show improvement over the semester? Did the student take the initiative in seeking educational experiences and time to meet with his or her supervisor? Did the student seek appropriate clarification of assignments?

5. **Overall Assessment:** What is your general assessment of the student? What are the student's major strengths and weaknesses? Do you trust the student and respect his or her work? If you had the resources, would you hire him or her?

This evaluation has been discussed with the student.

Field Instructor's Signature

Date

Student's Signature

Date

Thank you for your help in making this a terrific semester!

<date>

To: Clinical Placement Program Students

From: Professor Margaret Ivey Bacigal
Director, Clinical Placement Program

Subject: **Final Evaluations**

It is now time for final evaluations. Please pay careful attention to the due dates and times for the field instructor final evaluation and the student evaluation as they differ.

Field Instructor Evaluations: Due <date>

A final performance evaluation form has also been sent to your Field Instructor. See attached copy. The two of you are to discuss and sign this evaluation. It is due in my office by <date>. The final evaluation interview must be conducted and the signed evaluation form returned to me before a final grade can be assigned. If any problems or concerns arise during the interview, please notify me immediately.

Student Evaluations: Due <date>

The student evaluation asks you to evaluate all aspects of your placement and the Clinical Placement Program. It consists of three parts. The first is a series of narrative questions. The narrative section of the evaluation typically runs 5 to 6 pages minimum and should be typed. Parts two and three are forms which ask you to evaluate your Field Instructor and the Wednesday night classes. Your candid responses are important to us as we critique the Clinical Placement Program and seek to improve it. Submit **two copies** of each part of the **evaluation. On the first page of each part, include your name and the date.** The **DEADLINE for submission of the evaluation to receive a final grade is <date>.** **THE EVALUATION IS THE EQUIVALENT OF AN EXAM.** All evaluations are to be submitted to Jessie Munn. Manila envelopes will be provided for each section. You are to place the evaluation in the appropriate envelope. A sheet will be attached to each envelope for your signature and the date and time your evaluation is submitted. The professors in each section will not review the evaluations until after final grades are submitted.

Let me know if you have any questions. I have enjoyed having you in the program. Good luck on exams!

Attachments

CLINICAL PLACEMENT PROGRAM**FINAL EVALUATIONS OF PLACEMENT AND CLASSROOM COMPONENT**

Your final assignment is to evaluate your placement and the classroom component of the Program. Please prepare each evaluation separately so that future students can look at your placement evaluation. If you want your placement evaluation to be confidential, your wishes will be honored. You should simply place "confidential" on the front page. Write your evaluation of your professor on a separate sheet if you wish it to be confidential. The evaluation must be detailed and thorough. All sections must be completed.

I. Placement and Field Instructor:

In writing your evaluation of your placement, address the following:

- A. Expectations: Discuss why you chose your placement. What were your expectations? To what extent were they met or not met?
- B. Supervision: How often did you meet? Ease of access to Field Instructor? Was there sufficient explanation and guidance in assigning work? Was your instructor concerned with your education? Did your instructor give good feedback on your work? Was your instructor responsive to your concerns? Did instruction improve over the semester? What were your instructor's major strengths and weaknesses?
- C. Work: Describe in detail the various functions you performed. How could the type and variety of the work be improved? Were you given sufficient responsibility?
- D. Skills, Abilities, Analysis: What skills and abilities did you develop in the placement? Did your legal analysis and analytic fact gathering abilities improve? Did your ability to function as a lawyer improve during the semester? How?
- E. You as a Person: Has the placement experience changed you as an individual and/or as a professional?
- F. Anything Else: Is there anything else that would be helpful to know about your placement?

II. Observations:

In writing your evaluation of the observation exercises, please address the following:

- A. General Reactions: To courtroom observations, to jail tour; to legislative proceedings.
- B. Discussion of Educational Value: Did the observations enhance your understanding of the legal system? Most valuable aspect of experience? Least valuable?
- C. Modifications: Would you add, drop, or change any of the observation requirements? Explain.

III. Classroom Component:

In writing your evaluation of the classroom component, please address the following:

- A. General Reactions: To the classroom component.
- B. Course Readings: Were the assigned course readings useful in helping you think about the ethical and role dilemmas faced by lawyers? Were they too long? Should we have discussed them more in class?
- C. Discussion of Placements: Were placement discussions between you and other students interesting and useful? If placement presentations were made, were they interesting and useful?
- D. Suggestions for Changes in Classroom Component: Is there anything you would add or drop?

IV. Journals:

Did writing a journal help you reflect on your experiences and evaluate what you were learning?

V. Professor:

In writing your evaluation of your Section Professor, please address the following:

- A. Teaching Skill and Ability
- B. Effectiveness in Journal Review
- C. Effectiveness in Biweekly Meetings
- D. Overall Effectiveness
- E. Suggestions for Future Improvement

VI. Self Directed Learning and Reflective Lawyering:

In writing your evaluation regarding self directed learning and reflective lawyering, please address the following:

- A. Did you find the development of the three part work plan helpful? If so, discuss why. If not, what could be done to make the exercise worthwhile for you?
- B. As a result of the Clinical Placement Program, are you better able to define your learning needs and access necessary resources to meet those needs, i.e., to take responsibility for your future learning? Discuss your answer.
- C. Has the Clinical Placement Program helped you learn to reflect on your experiences in a more meaningful way so as to enhance your professional development? Discuss your answer.

- D. Did the Clinical Placement Program help you determine what type of supervisory style and work environment enhance your learning? Discuss your answer.
- Please feel free to add anything else you would like to discuss in evaluating your placement experience, the class, or the Section Professor this semester.

STUDENT EVALUATION OF FIELD INSTRUCTOR

 Field Instructor's Name

 Student's Name

Part I: Field Instructor's Attitude

Approachability: Receptive to questions? Yes ___ No ___ Mixed ___. Do I feel like I am a burden every time I ask a question? Yes ___ No ___ Mixed ___. Is he/she willing to give me the time I need to understand things? Yes ___ No ___ Mixed ___.

Availability: Is he/she accessible on a day-by-day basis? Yes ___ No ___ Mixed ___. Does he/she meet at our designated weekly meetings? Yes ___ No ___ Mixed ___. Are the meetings shortened ___ postponed ___ or canceled ___?

Sensitivity to Students Status: Is he/she empathetic to my inexperience? Yes ___ No ___ Mixed ___. Is he/she sensitive to my pressures (i.e., job search and other pressures)? Yes ___ No ___ Mixed ___.

Education: Is he/she interested in my education? Yes ___ No ___ Mixed ___. Does he/she consciously attempt to maximize my educational experience rather than maximizing my work productivity? Yes ___ No ___ Mixed ___.

Part II: Field Instructor's Feedback

Timely Feedback: Do I receive feedback soon after I have submitted a work product? Yes ___ No ___ Mixed ___.

Concrete Feedback: Is the feedback specific and concrete in the examples discussed? Yes ___ No ___ Mixed ___.

Extent of Feedback: Is feedback perfunctory, i.e., "good job" ___, or is it detailed ___, and thorough___?

Positive and Negative: Does the feedback recognize both good work and deficiencies? Yes ___ No ___ Mixed ___.

Part III: Educational Content

Assignments:

Explanation of Assignments: Do I receive sufficient explanation of an assignment? Yes ___
No ___ Mixed ___. Do I know how my work fits into the scheme of things? Yes ___ No ___ Mixed ___.

Variety of Work: Is there an effort made to have me do varied things? Yes ___ No ___ Mixed ___.
Are tasks assigned so that I can have an opportunity to do different things? Yes ___ No ___ Mixed ___.
Keep in mind the constraints of the office or court.

Thoughtful Assignments: Are assignments made with an eye toward correcting any of my deficiencies?
Yes ___ No ___ Mixed ___.

Exposure - Opportunities for Observation:

Extent: Does the field instructor attempt to expose me to lawyering activities which may be of
interest? Yes ___ No ___ Mixed ___.

Explanation: Does the Field Instructor explain before the exposure what he/she is attempting to do and
why? Yes ___ No ___ Mixed ___. After the exposure, does he/she talk about what happened? Yes ___
No ___ Mixed ___.

Reflection: Does the Field Instructor permit you to ask questions and discuss your observations about
exposure? Yes ___ No ___ Mixed ___.

Legal System:

Legal System: Is my Field Instructor reflective about legal systems? How and why it works the way it
does? Yes ___ No ___ Mixed ___.

Part IV: Student Overall Perceptions

Am I being effectively utilized? Yes ___ No ___ Not Enough ___.

Are my educational expectations being met? Yes ___ No ___ Mixed ___.

Do I have a clear sense of "how I am doing"? Yes ___ No ___ Mixed ___.

Do you feel your Field Instructor or others can assist you in developing your present and/or future
performance? Yes ___ No ___ Mixed ___.

Is the Field Instructor a good role model for professional performance? Yes ___ No ___ Mixed ___.

Is the Field Instructor a good role model on ethical issues? Yes ___ No ___ Mixed ___.

Part V: Field Instructor Specifics

Did you meet with your Field Instructor to discuss your Work Plan? Yes ____ No ____ . If yes, please check all the phrases which describe your discussion.

- My self-assessment of my lawyering skills
- General skills that I wanted to learn
- Specific activities in which I wanted to engage
- The kinds of supervision available
- The frequency of supervision
- The expectations of the supervisor
- How clarifications or problems were to be handled

If there was such a discussion, were the agreed upon terms followed during your placement? Yes ____ No ____ . If no, in what way were the terms changed?

Did you have assignments when you lost significant amounts of time because your Field Instructor did not give you sufficient guidance on how to go about doing a task, e.g., research sources, practice pointers, models or forms? Frequently ____ Occasionally ____ Once ____ Never ____ . If suggestions were needed, were they obtained easily and quickly? Yes ____ No ____ .

As part of your assignment, were you given performance criteria? Frequently ____ Occasionally ____ Once ____ Never ____ . If clarification was needed, was it obtained easily and quickly? Yes ____ No ____ .

Did you have assignments which were difficult to complete without further factual information? Frequently ____ Occasionally ____ Once ____ Never ____ . If clarification was needed, was it obtained easily and quickly? Yes ____ No ____ .

Did you have assignments which were difficult to complete without further information about the client's objectives? Frequently ____ Occasionally ____ Once ____ Never ____ . If clarification was needed, was it obtained easily and quickly? Yes ____ No ____ .

Did you have assignments where you lost significant amounts of time because you had insufficient guidance on research strategy? Frequently ____ Occasionally ____ Once ____ Never ____ . If clarification was needed, was it obtained easily and quickly? Yes ____ No ____ .

Did you have assignments where the procedural posture of the case was unclear (e.g., before complaint, during discovery, on motion, at trial)? Frequently ____ Occasionally ____ Once ____ Never ____ . If clarification was needed, was it obtained easily and quickly? Yes ____ No ____ .

Did you have assignments which were difficult to do without further preliminary information about substantive legal content? Frequently ___ Occasionally ___ Once ___ Never ___. If clarification was needed, was it obtained easily and quickly? Yes ___ No ___.

Did you have assignments when you lost significant amounts of time because your Field Instructor did not provide a preliminary issue statement? Frequently ___ Occasionally ___ Once ___ Never ___. If clarification was needed, was it obtained easily and quickly? Yes ___ No ___.

Did you receive written feedback on your written work? Yes ___ No ___.

If yes, check all the phrases which describe this feedback.

- Corrected text without explanations
- Used specific examples to explain broader suggestions
- Made practical suggestions for making tasks of this sort easier
- Consisted primarily of conclusory statements
- Included both positive and negative feedback
- Came in timely fashion
- Directed toward future learning
- Focused primarily on things that were unsatisfactory
- Appropriateness of the product for intended audience
- Opportunity for redrafting
- Included time for me to ask questions
- Encouraged me to draw conclusions

Did you have oral feedback on your written work? Yes ___ No ___. If yes, check all phrases which describe this feedback.

- Corrected text without explanations
- Used specific examples to explain broader suggestions
- Made practical suggestions for making tasks of this sort easier
- Consisted primarily of conclusory statements
- Included both positive and negative feedback
- Came in timely fashion
- Directed toward future learning
- Focused primarily on things that were unsatisfactory
- Appropriateness of the product for intended audience
- Opportunity for redrafting
- Included time for me to ask questions
- Encouraged me to draw conclusions

Did you receive feedback about the research you did to complete your assignments? Yes ___ No ___. If yes, please check all phrases which describe this feedback.

- Reviewed my research notes
- Reviewed sources used
- Inquired about updating the results
- Appropriateness of the research issues
- Reviewed the way I spent my time
- Reviewed for overbreadth or underclusiveness of research
- Inquired about how much time was spent doing the research

Check all the phrases which describe the feedback you received regarding your non-written work (e.g., interviewing, planning, counseling, negotiations and court appearances).

- Used specific examples to explain broader suggestions
- Made practical suggestions for making this sort of task easier
- Consisted primarily of conclusory statements
- Included both positive and negative feedback
- Came in timely fashion
- Directed toward future learning
- Appropriateness of presentation for audience
- Opportunity to role play for possible improvement
- Included time for me to ask questions
- Encouraged me to draw conclusions

In an average week, how often did you meet with your Field Instructor and/or other supervising attorneys? _____ How long did these meetings typically last? _____

What was the purpose of these meetings? _____

Check all phrases that apply.

- Receiving assignments
- Clarifying assignments
- Discussing strategy
- Receiving feedback
- General discussion
- Observing
- Discussing observations

Are there other things we should know to understand your responses? Add other comments as you wish.

Specifically, what would have improved this placement as a learning experience?