BRIEF EP TEMPLATE: adapted from the APA ESP EP template

INSTRUCTIONS: For your five page summative Educator Portfolio, present data in all the domains where you have significant activity. These domains are nationally accepted as standard domains of educational activity. Present the most impactful activities. **Consider a brief summary overview of the relevant domains to demonstrate a scholarly approach, products of educational scholarship and evidence of reflective critique.** The following might be a helpful website for quick reference

https://www.aamc.org/members/gfa/faculty_vitae/148574/educator_portfolio.html

DOMAIN I: TEACHING

Description of Your Teaching Activities: In addition to lectures, include teaching that encourages active learning, e.g. interactive lectures, small group sessions, workshops, and clinical precepting. PLEASE FOLLOW THE EXAMPLE BELOW IN COMPLETING THIS GRID. ACCURATE NUMBERS FOR **LEARNERS** AND **HOURS** ARE IMPORTANT.

Teaching Activities Grid

Activ #	Year(s) Taught*	Title or topic of activity	Teaching strategy and context	Where taught (local, reg, nat, internat'l)	Total teaching hours/yr for this activity	Type of learner	Number of learners/year for each activity**
1							
2							
3							
4							
Grand Total							

*   If your institution requires specific dates, add these.

** If there is a variable number of learners at an activity, provide an average number.

For the following narrative responses, you may wish to choose 1-2 focal areas of teaching for more detailed comment:

Describe the importance, creativity, innovation, and impact of the teaching activities included on the grid above (identify by Activity Number).

Evaluation of Your Teaching

Please contact Dr Latha Chandran latha.chandran@stonybrook.edu for questions.

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Provide information below on your teaching evaluations for each course/setting in which you teach (referring to the Activity Numbers from the Teaching Activities Grid, if appropriate).

Teaching Evaluation Grid

Activity number	Who and how many evaluated you? (e.g., 25 learners, 2 peers or educational experts)	Describe the process for evaluating your teaching	List evaluations/ evaluation summaries included in Appendix XX:

Summarize this teaching evaluation data. If available, provide data on how your teaching evaluations compare to those of your peers (e.g. personal mean score vs mean scores of other departmental faculty).

Teaching Awards: Please list any teaching awards that you have received, with dates and sponsoring institution/organization. Indicate if the award is departmental, institutional, regional, national or international, and describe briefly, including the criterion on which the award is based.

Teaching Awards Grid

Name	Date Received	Sponsoring organization	Level of award Departmental/Institutional/Regional/National, International	Criterion for award

DOMAIN II: ASSESSMENT OF LEARNERS

Describe on the grid below the learner assessment methods you employ (use Activity Numbers from the Teaching Activities Grid, if appropriate.) You may evaluate learners in a setting where you do not teach (e.g. OSCEs). Each assessment method should be listed only once, not repetitively for each course or conference.

Learner Assessment Grid

Assessment Method	Teaching activity number	Context of assessment	Your role Development of new tool, implementation of existing tool,	Number and types of learners assessed	In what category of Miller's Triangle does this	How did the results of your learner assessments provide

			analysis/synthesis of results	**per year**	**assessment fall?***	**evidence of your teaching effectiveness?**

DOMAIN III: CURRICULUM DEVELOPMENT

Curriculum Information Grid

Activity number	**Curriculum topic and type** (e.g. clerkship module, residency longit experience, fellowship research component)	**Type and # of learners per yr**	**Is it imple-mented?** (Yes/No)	**Where is it implemented?** (dept, instit, regional, national, international)	**Your degree of responsibility** (leader or contributor)

GNOME FRAMEWORK FOR QUALITY OF CURRICULAR DESIGN*

Choose one curriculum above as an example of your _best effort,_ and describe this one using the GNOME framework.

Curricular Activity selected (Activity number) _____

The GNOME Framework: Indicators of Quality

- o **Goals and Objectives**: The goals are appropriate in scope, objectives are specific and measurable
- o **Needs assessment of learners:** Curricular design uses learner needs assessment to choose and refine goals and objectives and instructional methods, uses learner assessment data to refine needs assessment
- o **Teaching /Learning Methods:** Curricular design includes variety of methods that address educational goals, are aligned with objectives and meets needs of diverse learners in specific educational settings
- o **Learner Assessment and Feedback**: Curricular design includes valid reliable feasible and appropriate learner assessment methods. Incorporates formative feedback in design
- o **Curriculum/Program Evaluation:** Curriculum is evaluated periodically using valid reliable, feasible and appropriate evaluation tools and modified based on the results of such evaluation

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GNOME* Elements	Evidence of Quality
Goals/objectives	
Learner needs assessment	
Teaching/learning methods	
Learner evaluation and feedback	
Curriculum/program evaluation	

* **GNOME:** G = Goals, N = Needs, O = Objectives, M = Methods, E = Evaluation. [Roberts, K B. Educational principles of community-based education. Pediatrics. 1996; 98(6 Pt 2):1259-1263.]

DOMAIN IV: MENTORING AND ADVISING

Mentoring and Advising Grid

Name of mentee or advisee	Period of mentoring/ advising	Their role/position when you were their mentor/advisor	Mentoring Topic	Their current position	Mentee achievements*

* E.g., papers and grants and well as promotions, leadership positions, and educational awards. Attach a list if needed.

DOMAIN V: EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Examples of past or present leadership roles in education include fellowship/ residency/ clerkship director or associate director, site director, continuity clinic director, leader of an education subcommittee/curriculum committee, project director on a training grant, and director of a faculty development program. Document your depth of involvement and your role in such programs using the grid below.

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Leadership/Administration Grid

Title of program/course(s) that you have directed	Level of program/course or committee Departmental/Institutional/Regional/ National/International	Duration of role in years
1.		
2.		
3.		
Name of educational committee(s) that you have led		
4.		
5.		
6.		
Name of educational committee(s) on which you have been a member		
7.		
8.		
9.		

Choose **ONE program** as an example of your best effort and provide the following:

Narrative description of the program and its impact:

Evidence of scholarly approach to this role/task:

Results of evaluation of **your ROLE** by outside agencies (e.g., ACGME, LCME, NBME, funding agencies)