

EDUCATOR PORTFOLIO

Instructions

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EDUCATOR PORTFOLIO

Executive Summary

The purpose of the Educator Portfolio Executive Summary is to concisely describe your 1-5 most significant contributions to teaching/education at all levels (student, resident, fellow, practitioner.) The Executive Summary EP should be limited to 1-5 pages. There are two sections to the Educator Portfolio Executive Summary:

1. Overall faculty roles
2. Most significant contributions to teaching and education

Directions:

1. Description of **overall faculty roles**.
 - a. Describe your major commitments of time to various faculty responsibilities *in one sentence*. For example, 60% clinical, 20% teaching and 20% research; or 80% clinical and teaching, 20% administration.
 - b. Describe any changes in this mix of responsibilities over the past 2 years if assistant and associate professor or 3 years if professor. For example, over the past three years I have taken over as residency program director (20%) and decreased my patient care responsibilities by 20%.
2. Description of **most significant contributions** to teaching and education.

List from 1-5 significant contributions you have made in any of the following roles: 1) Teaching, 2) Mentoring and Advising, 3) Curriculum Development, Instructional Design and Technology, 4) Educational Leadership, and 5) Learner Assessment. **The first contribution listed must be Teaching.**

 - a. For each significant contribution, identify educator role in parentheses and list contribution in a phrase. For example: (Teaching) Lecturer, small group instructor and clinical preceptor; or (Educational Leadership) Clerkship director.
 - b. Using no more than two or three additional sentences under each contribution, describe what was done, how well it was done and its impact. For example,

“This is the core 2nd-year medical student course for immunology, microbiology and infectious diseases. I gave eight hours of lecture, eight hours of small group, and 20 hours of lab instruction in 2013. Since 2010 I have received high student ratings for overall teaching effectiveness for both lecture (2013, 4.7/5.0 [N=44, mean 4.2]) and lab/small group (2013, 4.8/5.0 [N=62, mean 4.4]). In 2013, I received the Commitment to Teaching Award from the second-year medical students.”

Role 1: Criteria and Indicators of Excellence for Teaching

Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials. Teaching targets learners at all levels of health sciences education including students, residents, fellows, postdocs, faculty members and practitioners. It involves learners in activities such as lectures, workshops, case discussions, patient-centered teaching and various settings (e.g., classroom, clinical, laboratory, and virtual environments). Development of curricula is considered under the role of curriculum development.

Evaluation of sustained contributions in teaching requires judgment about **quantity** (number, duration and scope of teaching activities), **quality** (teaching has been effective with positive reviews), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to teaching. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and evidence, where available, from the literature • Professional development activities and personal experience • Congruence with national, institutional and/or program goals and integration with other components of curriculum
Goals and learning objectives	Learning objectives for the teaching session(s) are: <ul style="list-style-type: none"> • Stated clearly • Specified to measure learners' performance • At appropriate level for targeted learners
Methods	<ul style="list-style-type: none"> • Teaching methods aligned with learning objectives • Methods are feasible, practical, ethical • Innovative teaching methods used to achieve objectives • Rationale for choices
Results and impact within institution	<ul style="list-style-type: none"> • Teaching evaluations: documentation should include individual scores with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. (data from CBase and/or New Innovations) • Learning: Measures of knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On educational programs and processes within institution • Teaching awards locally
Dissemination outside of institution	Recognized as valuable by others outside the institution through: <ul style="list-style-type: none"> • Peer review or letters of reference • Dissemination (presentations, workshops, publications) and/or • Invited presentations and visiting professorships elsewhere • Use of teaching models or materials by others • Teaching awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection used to develop a specific plan for improvement

Role 2: Criteria and Indicators of Excellence for Mentoring and Advising

Mentoring is a process in which an experienced professional gives a person with relatively less experience guidance, teaching and development to achieve broad professional goals. Advising differs from mentoring in that it is specific to a circumscribed goal, as in career guidance or course selection. Ideally, mentoring and advising relationships are active and reciprocal, providing the mentee/advisee with developmentally and contextually appropriate guidance and the mentor/advisor with personal and professional satisfaction.

Evaluation of sustained contributions in mentoring and advising requires judgment about **quantity** (number, duration and scope of relationships, breadth of the faculty member's effort), **quality** (effectiveness of mentor/advisor and demonstrated effectiveness with positive reviews and positive outcomes emerging from relationship), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge mentoring/advising contributions. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Bases mentoring on an understanding of: <ul style="list-style-type: none"> ○ Stages of mentee's/advisee's career trajectory ○ Milestones required for mentee's/advisee's professional advancement ○ Available and needed resources to meet vision and associated goals ○ Use of best practices from the literature, professional development activities and personal experience
Goals and Objectives	<ul style="list-style-type: none"> • Clear and contextually appropriate vision for mentee's/advisee's career • Mutually agreed-upon goals for the relationship • Evolution of goals over time
Methods	<ul style="list-style-type: none"> • Methods aligned with mentee's/advisee's needs and goals • Methods aligned with goals for relationship • Methods are ethical and evolve as mentee/advisee advances professionally • Innovative methods used to achieve goals for relationship and to assist mentee/advisee in meeting goals
Results and impact within the institution	<ul style="list-style-type: none"> • Satisfaction/reaction of mentees/advisees • Learning: Measures knowledge, skills, attitudes and/or behaviors of mentee/advisee • Application: Relationship with mentor/advisor contributes to accomplishments and evolving professional identity of mentee/advisee • Impact: Accomplishments of mentee/advisee have impact within and/or beyond the institution • Honors and awards for mentoring within institution
Dissemination outside of institution	Recognized as valuable by others externally through: <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Use by others • Honors and awards for mentoring nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results of evaluations used for ongoing improvement

Role 3: Criteria and Indicators of Excellence for Curriculum Development, Instructional Design and Technology

Curriculum is defined as a longitudinal set of systematically designed, sequenced and evaluated educational activities. A curriculum can target learners at any level from undergraduate through continuing professional development and may be delivered in many formats.

Evaluation of sustained contributions in curriculum development requires judgment about **quantity** (number, duration and scope of each curriculum, breadth of the faculty member's role and effort), **quality** (curriculum has demonstrated effectiveness with positive reviews), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to curriculum development, instructional design and technology. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Needs assessment completed, if required • Use of best practices and approaches from the literature, professional development activities and personal experience • Congruence with institutional/program goals and integration with other components of the curriculum • Systematic approach to identifying and acquiring resources needed to implement the curriculum
Goals and learning objectives	Learning objectives for the curriculum are: <ul style="list-style-type: none"> • Stated clearly • Specified to measure learners' performance • At appropriate level for targeted learners
Methods	<ul style="list-style-type: none"> • Teaching, learner assessment, and curriculum evaluation methods are aligned with curriculum objectives • Methods are feasible, practical, ethical • Innovative teaching and assessment methods are used and aligned with objectives
Results and impact within institution	<ul style="list-style-type: none"> • Learner evaluations of recently developed teaching/course/curriculum/technology; when possible, documentation should include ratings with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. (data from CBase and/or New Innovations) • Learning: Measures of knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On education programs and processes within institution
Dissemination outside of institution	Recognized as valuable by others outside of institution through: <ul style="list-style-type: none"> • Peer review • Dissemination (presentations/publications) and/or • Invited presentations elsewhere • Use by others • Awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection used to develop a specific plan for improvement

Role 4: Criteria and Indicators of Excellence for Educational Leadership

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups. Examples include leaders of education committees, clerkships and courses, training and professional development programs, and decanal positions. Leaders in health sciences education must be evaluated for leadership and administrative skills, in addition to program outcomes.

Evaluation of sustained contributions in educational leadership requires judgment about **quantity** (number, duration and scope of leadership roles), **quality** (leader and program have demonstrated effectiveness with positive reviews), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations, and products and/or evidence of adoption by others). Broad indicators below serve as criteria to judge leadership contributions. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and approaches from the literature, professional development activities and personal experience • Systematic approach to identifying and acquiring resources needed to implement projects • Development of timeline with milestones and deliverables • Selection and development of team • Motivating stakeholders to collaborate in realizing the vision
Goals and objectives	<ul style="list-style-type: none"> • Articulated vision • Goal setting aligned with vision • Goals congruent with institutional goals
Methods	<ul style="list-style-type: none"> • Development and management of resources and processes • Methods that are feasible, practical, and ethical • Creative and innovative solutions used to achieve goals • Evaluation aligned with goals
Results and impact within institution	<ul style="list-style-type: none"> • Evaluation of initiative/activities (satisfaction/reaction); for on-going courses, clerkships, or programs with learner evaluations, when possible documentation should include ratings with normative data. For small programs, normative data may be sought from similar small programs in a similar or the same department. (data from CBase and/or New Innovations) • Impact on participants/stakeholders and on educational programs and initiatives within institution
Dissemination outside of institution	Recognized as valuable by others (internally/externally) through: <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Visiting professorships • Use by others • Honors and awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results used for ongoing improvement of self, participants, and programs/initiatives

Role 5: Criteria and Indicators of Excellence for **Learner Assessment**

Learner assessment is defined as all activities associated with measuring knowledge, skills, attitudes and behaviors of learners so that judgments can be made about their performance. The information from assessments indicates how well the learner has achieved pre-specified expectations for performance. This information has impact on the learner and also serves important administrative purposes, such as making progress decisions about the learner.

Evaluation of sustained contributions in learner assessment requires judgment about **quantity** (number of assessments and breadth of the faculty member's role and effort in the development and implementation of the assessment), **quality** (assessments measure what they are supposed to measure, include sufficient relevant samples of a learner's performance, and information gained has impact on the learner and the institution), **scholarly approach** (application of literature and best practice models), and **scholarship** (peer reviewed publications, presentations, and products, and/or evidence of adoption by others). Broad indicators below serve as criteria to judge contributions to learner assessment. *These criteria are illustrative, and not all criteria must be met. In particular, the dissemination category is aspirational.*

Criteria	Examples of Broad Indicators
Builds on best practice/evidence	<ul style="list-style-type: none"> • Use of best practices and evidence, where available, from the literature, professional development activities and personal experience • Congruence with institutional/program goals and integration with institution's system of assessment • Resource planning (facilities, faculty, schedules)
Goals and objectives	Learner Assessments: <ul style="list-style-type: none"> • Are appropriate for the content and level of learning objectives/competencies • Define expectations for learner's performance in blueprint
Methods	<ul style="list-style-type: none"> • Assessment format aligned with learning objectives • Assessment process is consistent and uses accurate scoring methods • Assessment occurs in setting suitable for demonstration of relevant learning • Sufficient sample of the learner's performance collected to assure accurate capture of real ability/competency • Methods are useful, feasible, practical, ethical • Use of innovative assessment methods to measure performance
Results and impact within institution	<ul style="list-style-type: none"> • Satisfaction/reaction: Assessment evidence provides meaningful feedback about quality and implementation of assessment • Learning: Measures knowledge, skills, attitudes, and/or behaviors • Application: Desired performance demonstrated in other settings • Impact: On progress decisions about learners and on educational programs and/or programs of assessment within institution • Honors and awards within institution
Dissemination outside of institution	Recognized as valuable by others externally through: <ul style="list-style-type: none"> • Peer review • Dissemination (Presentations, workshops, publications) • Use by others • Honors and awards nationally
Reflective critique	<ul style="list-style-type: none"> • Uses evaluation to guide improvement • Reflection and results used for ongoing improvement of the assessment itself and/or the program of assessment

FAQs for Teaching Section of EP:

Q1: How should I decide which **teaching roles and activities** to include?

- I do a lot of different kinds of teaching /I do more clinical teaching than classroom teaching
- Should I prioritize roles that make me unique?
- Do I need to make sure I have feedback and data for each role?

A1: Choose the roles that best demonstrate your excellence in teaching and impact on RSOM/SBM learners. You need to demonstrate the impact of your work in each role by citing at least two examples of teaching outcomes: peer feedback, learner feedback, learner performance, and/or accolades.

Q2: Some of my **teaching activities overlap with other roles** as a course director (or course facilitator, curriculum developer, etc.). Can I describe the same activities in both roles?

A2: Yes. Teaching and course/curriculum development are discrete activities that can each be thoroughly described in the appropriate role templates. The direct teaching section should focus specifically on direct teaching, etc.

Q3: What are examples of **building on best practice and evidence**?

A3:

- Using literature (both educational and clinical) to inform your teaching
- Professional development efforts to improve your own teaching
- Incorporating feedback from learners and peers
- Evolving curriculum over time through experience with prior teaching
- Following national guidelines or trends for best methodologies to use in a given subject area (i.e.: simulation, case-based discussions, etc.)
- Alignment with local and national curricula and guidelines

Q4: I didn't develop most of the **best practices** I use. Can I still include them?

A4: Yes. The focus of this section is how you adapted accepted best practices to inform and improve your own teaching.

FAQs for Teaching Section of EP:

Q5: How are **methods** different from best practice and evidence? What are examples from outside medical education?

A5: Methods are how you actually deliver your content and engage in instruction. Teaching methods should be rooted in best practices and evidence. Examples of teaching methods include:

- Lecture
- Case-based learning
- Pair-share
- Bedside teaching (one minute preceptor)
- Flipped classroom

Q6: Teaching outcomes: What are some examples of **learner performance**?

A6: Examples of learner performance/outcomes include:

- Pre/post scores
- Grades
- Performance scores
- Observations of learners in the learning or clinical environment
- Publications
- Learner success in subsequent jobs, roles, training

Q7: What should I include from my **peer evaluation/feedback sessions** (if available)? Is feedback alone enough?

A7: Include comments, areas in which you were noted to show strengths, and areas in which you will focus on improving

Q8: How is the **reflective critique** different from the reflection in Methods?

A8: The reflective critique section is a bigger picture assessment of your teaching outcomes -- what went well, what did not work well, and how you will change your teaching in the future and improve. In the methods section the focus is on instructional methods specifically, and how those evolved over time.

Q9: What are examples of **dissemination** other than publishing?

A9: Other schools or departments adopting your curriculum, presenting an abstract at a professional meeting or local educational gathering, giving talks (virtual and in-person), online curriculum (MedEd PORTAL).