**EDUCATOR PORTFOLIO TEMPLATE**

**NAME:**

**TITLE(S):**

**PRIMARY EDUCATIONAL ROLE(S):**

**STATEMENT OF EDUCATIONAL PHILOSOPHY**

**YOUR FIVE-YEAR GOALS AS AN EDUCATOR**

**Date of last update**:

1.

2.

3.

4.

5.

**DESCRIPTION OF YOUR EDUCATIONAL CONTRIBUTIONS**

**SECTION I: TEACHING**

**I.1. Description of Your Teaching Activities**

**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 learners/year for each activity\*\*** |
| **Example** |  | Lecture on Rashes | Repeated lecture in the med student clerkship | department | 1 hour every 8 weeks= 6 **hours per year** | Medical student | 20 learners |
| **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.

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

**I.2. Assessment of Learner Outcomes:**

**Learner Assessment Grid**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Method**  (Activ # if applicable) | **Title or topic of activity** | **Evaluation context** (e.g., # and type of learners, frequency of activity) | **Your role in learner evaluation:**  development implementation analysis/synthesis | **Evaluation methods and process** | **In what category of Miller’s Triangle does this evaluation fall?\*** | **How did the results of your learner assessments provide evidence of your teaching effectiveness?** |
| **Example** | Medicine in Contemporary Society | Four years of medical school, required, all students (n=410 over 4 yrs) | Development  Analysis | OSCE with an SP dealing with a medico-legal case | Shows how | 99% of students passed the “test,” suggesting that course met its goals |
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What did you learn from your evaluation of learners?

How did this information change your educational practice?

**I.3.** **Evaluation of Your Teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| **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:** |
|  |  |  |  |
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|  |  |  |  |

Summarize this teaching evaluation data:

What do you do to collect formative feedback on your teaching?

What did you learn from evaluation and feedback on your teaching?

How did this information change your educational practice?

**I.4. Overview of Section I**

Describe evidence that your teaching or your learner evaluations have been developed using a scholarly approach (For ideas, review Glassick’s article, Acad. Med. 2000;75:877–880).

Describe any scholarly products that were presented or published, or adopted for use in other programs, as a result of your teaching or learner assessments:

Use the space below to share any reflections on teaching or learner assessment activities that are not covered above:

**SECTION II: CURRICULUM DEVELOPMENT**

**II. 1. Curriculum Information**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CURRICULUM DESCRIPTION(S)** | | | | | |
| **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, intern’l) | **Your degree of responsibility** (leader or contributor) |
| Example | Seminar series (4x1.5 hr) on academic writing | 10 gen peds and adol med fellows/ year | Yes | Dept | Development leader and instructor |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **GNOME ANALYSIS OF CURRICULUM** | | | |
| **GNOME\* Elements** | **Element included?**  **Y/N** | **Indicators of Quality** | **Evidence of Quality** |
| **Activity**  **number** |  |  |  |
| Goals/objectives |  | Goals are approp in scope; objectives are specific and measurable/evaluable | Example: I have written educational goals and objectives for the fellowship in area of scientific communications, based on my extensive practice as a writing instructor for faculty and fellows. Selected objectives were basis of seminar curriculum. |
| Learner needs assessment |  | Curr design uses learner needs assessment to choose and refine G/O and methods; use learner eval data to refine needs assessment | Example: Fellows participated in selection of focal goals; I selected objectives based on my knowledge of fellows writing needs (personal mentoring of Gen Peds fellows and junior faculty). Discussion by fellows helped to guide focus of each seminar. |
| Teaching/learning methods |  | Curr design includes variety of methods that address educ goals, and meet needs of diverse learners in specific educational settings | Example: Methods include didactic presentation, extensive use of authentic examples with interactive discussion, practice with feedback, and distribution of individual practice materials for post-seminar reinforcement. |
| Learner evaluation and feedback |  | Curr design includes sound learner evaluation methods (valid, reliable, feasible) | Example: All fellows receive mentoring on their written products (abstracts, papers, grant proposals), with extensive feedback from 2-3 or more faculty on evolving documents. Final evaluation is the peer review system itself. An objective system for analyzing learners’ written products in relation to specific seminar objectives is under development. |
| Curriculum/program evaluation |  | Curriculum is modified periodically using results of learner and program evaluations | Example: Seminar evaluations, as well as learner comments during and after the class, are carefully reviewed with every iteration to improve the seminar. |
| **Activity**  **number** |  |  |  |
| Goals/objectives |  | See above |  |
| Learner needs assessment |  | See above |  |
| Teaching/learning methods |  | See above |  |
| Learner evaluation and feedback |  | See above |  |
| Curriculum/program evaluation |  | See above |  |
| **For more activities, duplicate 6 lines above** |  |  |  |

\* **GNOME:** G = Goals, N = Needs, O = Objectives, M = Methods, E = Evaluation

Please add additional narrative details or comments if you wish:

**II. 2. Overview of Section II**

Describe evidence that your curricula were developed using a scholarly approach. (For ideas, review Glassick’s article, Acad. Med. 2000;75:877–880).

Describe any scholarly products that were presented or published, or adopted for use in other programs, as a result of your curriculum development activities: (see **Standardized Template For Reporting Educational Scholarship**)

Use the space below to share any reflections on curriculum development that are not covered above:

**SECTION III: MENTORING/ADVISING**

**III. 1. Description of your Mentoring and Advising Activities**

**Mentoring and Advising Grid**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of mentee or advisee | Dates of  mentoring/  advising | Number of years you invested in relationship | Their role/position during the time you were their mentor/advisor | Your role and what you taught them | Their current position | Their significant achievements\* |
|  |  |  |  |  |  |  |
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\* E.g., papers, awards, grants, promotions, leadership positions. Attach a list if needed.

In 1-2 pages, describe your mentoring philosophy and the process by which you typically mentor junior professionals:

List of mentees from whom letters are appended:

1.

2.

3.

4.

**III. 2. Overview of Section III.**

Describe evidence that your mentoring and advising activities have been developed using a scholarly approach: (For ideas, review Glassick’s article, Acad. Med. 2000;75:877–880).

Describe any scholarly products which were presented or published, or adopted for use in other programs, as a result of your mentoring and advising activities: (see **Standardized Template For Reporting Educational Scholarship**)

Use the space below to share any reflections on mentoring and advising activities that are not covered above:

**SECTION IV: EDUCATIONAL LEADERSHIP/ADMINISTRATION**

**IV. 1. Description of Educational Leadership and Administrative Activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEADERSHIP AND MEMBERSHIP ROLES** | | | | |
| **Title of program/course(s) that you direct** | **Dept/**  **Instit’l** | **Regional** | **National/**  **Internat’l** | **Duration in years** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Name of educational committee(s) that you lead** |  |  |  |  |
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| **Name of educational committee(s) on which you are a member** |  |  |  |  |
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|  |  |  |  |  |

Narrative description of the program and its impact (refer to table by activity number):

Evidence of scholarly approach to this role/task:

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

List of stakeholders for whom letters are appended (e.g., institutional/departmental leaders, learners, peers, community partners):

1.

2.

3.

4.

**IV. 2. Overview of Section IV**

Describe evidence that your educational leadership or administrative activities have been developed using a scholarly approach: (For ideas, review Glassick’s article, Acad. Med. 2000;75:877–880).

Describe any scholarly products which were presented or published, or adopted for use in other programs, as a result of your educational leadership or administrative activities: (see **Standardized Template For Reporting Educational Scholarship**)

Use the space below to share any reflections on educational leadership or administrative activities that are not covered above:

**SECTION V: OTHER INFORMATION**

**V. 1. Professional Reviewer/Moderator Activities at the National Level**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  **number** | **What was reviewed/moderated**  **(Grants, papers, abstracts)** | **Year/s of review or moderating** | **Sponsoring organization/institution/agency** |
|  |  |  |  |
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Describe the impact of these activities on your philosophy or practice as an educator (identify by activity number).

**V. 2. Educational grants funded**

Title

Your role

Funding source (name):

❑ National/international ❑ Regional ❑ Dept/institutional

Total direct costs (all years)

Dates of funding

Description of project

**v. 3. Education Awards/ Honorable Mentions**

List, indicate if award is international/national/regional/institutional/departmental and describe briefly.

**V. 4. Publications and Scholarly Products Related to Education**

Provide list with full citations. See **Standardized Template For Reporting Educational Scholarship** for information to include. Do not include clinical or basic science research publications.

**V.5. Workshops and Peer-reviewed/Invited Presentations on Educational Topics**

**V. 6. Professional Development in Education**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  **Number** | **Name and Description (include duration, e.g. 3 hrs, 1 day, 1 month)** | **Dates and Location** | **Sponsoring organization/institution** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Describe the impact of each development activity on your philosophy or practice as an educator (identify by activity number).