Learning Objectives

Following this presentation the participant will be able to:
1. Understand the key components of an Educator’s Portfolio (EP)
2. Discuss how an EP can be incorporated into advancement and promotion
3. Review how an EP can be used for self-reflection and self-improvement
4. Begin to create or improve your EP

Conflicts of Interest:

* Drs. Madani & Atkins have nothing to disclose.

• Dr. Craig is principal investigator for Ferring Pharmaceuticals and Roche Diagnostics.

Who already has an Educator’s Portfolio?

Who has never heard of an educator’s portfolio, or thought is was the same as your CV?
Most institutions require documentation of teaching efforts.
Many institutions have specific format requirements for an EP (check yours!)
Most templates contain similar elements.

This document may be required for:
- annual evaluations
- promotion and tenure
- bonus payments
- invitation into a teaching academy
- seeking employment
- documentation of teaching effort for salary

Compiling a comprehensive EP can help academic physicians:
- Demonstrate educational efforts
- Document the effectiveness and quality of teaching
- Reflect upon goals and accomplishments

A PORTFOLIO is a collection and reflection of your work as an educator.
- It highlights selections of your body of work.
- It provides a framework to collect, document, and analyze your:
  - Competency
  - Growth
  - Products
- YOU decide what is important and what to emphasize.
- Requires YOUR active engagement.
WHO SHOULD CONSTRUCT AN EP?

- Anyone going up for promotion under multi mission track if education is part of your mission.

CV vs Educator’s Portfolio

- CV shows your quantity and breadth of involvement in all areas.
- The only quality represented on the CV are your teaching awards
- CV is to be shared widely
- Teaching Portfolio shows your quantity and quality of education and also your philosophy.
- May be used for self assessment and insight

The Scholarship of Teaching

- Glassick’s 6 standards of excellence in scholarship
- Scholars whose work is published or rewarded must:
  - Have clear goals
  - Be adequately prepared
  - Use appropriate methods
  - Achieve meaningful results
  - Communicate & present results effectively
  - Reflectively critique their work

Glassick’s Criteria: Summary of Standards

- Clear Goals
  - Does the scholar state the basic purpose of his or her work clearly?
  - Does the scholar define objectives that realistic and achievable?
  - Does the scholar identify important questions in the field?

- Adequate Preparation
  - Does the scholar show an understanding of existing scholarship in the field?
  - Does the scholar bring the necessary skills to his or her work?
  - Does the scholar bring together the resources necessary to move the project forward?
### Glassick’s Criteria: Summary of Standards

#### Appropriate Methods
- Does the scholar use methods appropriate to the goals?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

#### Significant Results
- Does the scholar achieve the goals?
- Does the scholar’s work add consequentially to the field?
- Does the scholar’s work open additional areas for further exploration?

#### Effective Presentation
- Does the scholar use a suitable style and effective organization to present his or her work?
- Does the scholar use appropriate forums for communicating the work to its intended audiences?
- Does the scholar present his or her message with clarity and integrity?

#### Reflective Critique
- Does the scholar critically evaluate his or her own work?
- Does the scholar bring an appropriate breadth of evidence to his or her own critique?
- Does the scholar use evaluation to improve the quality of future work?

### The Scholarship of Teaching

- **Shulman criteria: “The 3 P’s”**
- To qualify as the scholarship of teaching, the work must:
  - Be made Public
  - Be available for Peer review and critique
  - Become a Platform upon which others can build their own work

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*Glassick CE. Acad. Med. 2000;75:877*

*Shulman L. The Scholarship of Teaching. Change. 1993;25(7):31*
WHAT TO INCLUDE IN AN EDUCATOR’S PORTFOLIO:

- Statement of teaching philosophy
- Professional development efforts
- Description of teaching activities
- Evidence of teaching effectiveness
- Evidence of dissemination within educational community
- Reflection

<table>
<thead>
<tr>
<th>Glassick’s Criteria</th>
<th>Portfolio Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear goals</td>
<td>Statement of teaching philosophy and goals</td>
</tr>
<tr>
<td>Adequate preparation</td>
<td>Description of preparation</td>
</tr>
<tr>
<td>Appropriate methods</td>
<td>Description of work: teaching, mentoring, materials developed, leadership</td>
</tr>
<tr>
<td>Meaningful results</td>
<td>Evidence of outcomes, indicators of quality</td>
</tr>
<tr>
<td>Effective presentation of results</td>
<td>Evidence of dissemination among community of educators</td>
</tr>
<tr>
<td>Reflective critique</td>
<td>Reflective critique</td>
</tr>
</tbody>
</table>

Adapted from Niebuhr's U.T. Educator Portfolio module, MedEd Portal

Educator’s Work

* Broadly define your work!
* Include items such as:
  * Direct teaching
  * Curriculum development and evaluation
  * Learner assessment
  * Mentoring and advising
  * Educational administration & leadership
BREAKOUT

Quickly jot down examples of your teaching activities

Remember to be broad in your definition

WHAT TO INCLUDE IN AN EDUCATOR’S PORTFOLIO:
- Statement of teaching philosophy
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- Reflection

- Threaded throughout these elements should be evidence of quality!

ELEMENT: PHILOSOPHY

A statement describing the principles, strategies, and/or practices that drive your teaching and educational activities

May include:
- Your personal theory of teaching and learning
- Characteristics of a good educator
- Roles & responsibilities of learners & teachers
- Aims of instruction & how they might change under different conditions
- Environmental factors that promote or impede learning

May describe your professional development as an educator
- Examples from your teaching that support your growth such as learner outcomes or ratings, personal observations, etc.
- Excellent opportunity for introspection

ELEMENT: PROFESSIONAL DEVELOPMENT

- How did you learn to be an educational leader?
- How did you learn to prepare educational materials?
- How do you keep up to date as an educator?
- How have you developed your skills?
- Attending meetings and workshops (APGO FDS, APGO/CREOG Annual Meeting)
- Training programs (APGO Leaders & Scholars Program)
- Having & being a mentor
- Evaluating feedback & evaluations
- Reading current literature in education
ELEMENT: PROFESSIONAL DEVELOPMENT

- Examples:
  - Attending meetings and workshops
  - Having and being an education mentor
  - Evaluating feedback & evaluations from learners or peers
  - Reading current literature in education
  - Obtaining an education degree (MEd, EdD, PhD)
  - Completing an educational fellowship
  - Attending formal courses (e.g., Harvard Macy, MERC)
  - Attending teaching workshops/seminars on campus (e.g., Education Grand Rounds, Teaching & Learning Series, etc.)
  - Participating in continuing professional development (e.g., reading education books or articles, participating in education journal clubs, etc.)
  - Reviewing teaching via videotaped lectures

ELEMENT: TEACHING ACTIVITIES

- TEACHING
  - Small groups
  - Lectures
  - Case based conferences, problem based learning activities
  - Clinical teaching
    - Wards, OR, L&D, clinics
    - Courses or workshops

ELEMENT: TEACHING ACTIVITIES

- MENTORING & ADVISING
  - Sustained activity over time
  - Involves a relationship in which both the faculty & advisee/mentee are committed to the professional development of the advisee/mentee
  - May be formal or informal
  - Can be conducted on a one-to-one or small group basis

ELEMENT: TEACHING ACTIVITIES

- MENTORING AND ADVISING
  - Undergraduate or graduate student
    - Thesis, Master's, PhD, research
  - Medical student or resident
  - Career counseling (undergraduate, medical student, resident)
  - Advisor for club or interest group (OB/GYN Interest Group, Women's Health Night, AMWA)
  - Junior faculty member
MENTORING AND ADVISING: EVIDENCE OF QUALITY
- Advisee/mentee achievements or outcomes
- Awards for mentoring
- Mentee ratings of advising or mentoring
- Unsolicited comments from advisee/mentee
- Frequency of individuals referred to you for mentoring or advising, etc.

ASSESSMENT
- Oral Board examiner
- Written board item writer
- Development, administration, or addition of a new assessment tool (ie: oral exam, OSCE, journal club)

EDUCATIONAL LEADERSHIP & ADMINISTRATION
- Course director
- Clerkship director
- Program director
- Chair or member of an educational committee or organization (ie Curriculum Committee)
- Chair or organizer of an educational meeting

EDUCATIONAL LEADERSHIP & ADMINISTRATION: TEACHING MATERIALS
- Curriculum development, implementation, evaluation
- Instructional design (modules, teaching materials)
- Development of materials to assess skill or knowledge (360 degree evals, performance checklists, standardized patient exams, OSCEs, performance checklists, knowledge tests)
**ELEMENT: TEACHING ACTIVITIES**

- Educational Leadership & Administration: Teaching Materials Evidence of Quality
  - Peer review of the material
  - Learner ratings
  - Educational awards
  - Comments from learners
  - Usage of the materials ("hits" on a website, distribution of the information)
  - Improved learning outcomes (e.g., test scores)
  - Adoption of the materials by others

- Educational Leadership & Administration: Evidence of Quality
  - Curriculum innovation or changes
  - Learner outcomes
  - Creation of new educational modules
  - Invited or elected service in education groups (regional, national)
  - Leadership awards
  - Appointment to other leadership roles

**ELEMENT: TEACHING EFFECTIVENESS**

- Summary of learner evaluations
  - Quantitative ratings
  - Qualitative comments
- Peer evaluations
  - Start collecting now!
- Department evaluations
  - Evidence of improvement in teaching over time

- Teaching awards
  - Clerkship awards, APGO/CREOG awards
- Learner performance on formal assessments
  - NBME or CREOG scores
- Advisee accomplishments
  - Publications, presentations, academic careers
- Repeat invitations to teach or speak
ELEMENT: DISSEMINATION

- Publications
  - Review articles
  - Text books
  - MedEdPORTAL or other online materials
  - Published educational materials

- Evidence of QUALITY:
  - Presentation at national meetings
  - Posters
  - Shared work with other educators
  - Peer review
  - Training or educational grants

ELEMENT: REFLECTION

- Add a statement at the end that says where you are headed

  An example:
  **Statement of Goals**

  My goals over the next six months are to create the eight new Team Based Learning (TBL) modules for the course Reproduction and Gender-Based Medicine. I have created a “family” that will be followed through all eight TBLs to give continuity. My research goals over the next two years are to publish three articles regarding the research already underway. On a national level, I aim to present more workshops and round tables at the AFPG Faculty Development Seminars. I have recently submitted four workshops for the January 2016 Seminar.

ELEMENT: REFLECTION

- Take time to consistently reflect on your work
- Broadly define what you do as an educator
- Set goals & reflect on accomplishments

  You have probably accomplished much more than you give yourself credit for!

QUANTITY vs QUALITY: INCLUDE BOTH!

- **QUANTITY**
  - Teaching Role
  - How long (duration and frequency)
  - Where (required course and venue)
  - Format
  - Number and level of learners

- **QUALITY**
  - Awards with criteria
  - Evaluation by students, peers, consultants
  - Evidence of learning (self-reports, performance on standardized tests)

It is not expected that you will have activities in every section.
Aim for educational scholarship.
Keep a file to jot down quick notes, and refer to it when you update your EP (start collecting NOW you can organize LATER).
Collect peer reviews early.
Allow plenty of time to prepare your EP.
Reflect often.

How can a portfolio be incorporated into P&T?

How can a portfolio be used for self-reflection & self-improvement?

Breakout
Work together on your own Eps:
- For those with portfolios: interact in groups of 4-6 people to share portfolios & help each other identify areas for improvement or clarification.
- Those members without an established educator’s portfolio: work together in small groups, along with a more experienced attendee or director, to help each other initiate an educator’s portfolio.
WHAT TO INCLUDE IN AN EDUCATOR’S PORTFOLIO:
- Statement of teaching philosophy
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Threaded throughout these elements should be evidence of quality!

Resources
  https://services.aamc.org/publications/index.cfm?fuseaction=Product.displayForm&prd_id=196&cfid=1&cftoken=A06BFE28-A93C-8581-F7F069A610E544F7
  http://services.aamc.org/jsp/mededportal/goLinkPage.do?link=scholarship
- Glassick CE. Boyer’s Expanded Definitions of Scholarship, the Standards for Assessing

Present to the Large Group
Share selected results from the small groups with the entire group

Conclusion: Next Steps
- Take our toolkit and references home (see one of us for a download)
- Return to your institution with either a newly initiated or an improved EP
- Take back to your institution a better understanding of the components, uses, and importance of the EP

Resources
  https://services.aamc.org/publications/index.cfm?fuseaction=Product.displayForm&prd_id=196&cfid=1&cftoken=A06BFE28-A93C-8581-F7F069A610E544F7
  http://services.aamc.org/jsp/mededportal/goLinkPage.do?link=scholarship
- Glassick CE. Boyer’s Expanded Definitions of Scholarship, the Standards for Assessing