

Educator Portfolios

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Definition: a collection of materials documenting educational scholarship that can be used to provide documentation of a faculty member's educational activities as part of a job recruitment, promotion review; serve as a tool for self-evaluation leading to career planning and faculty development; and raise the value of education within a medical school by demonstrating that educational excellence can be judged based on evidence.

Academic Portfolio or an Educator's Portfolio: all sections may not apply to you as an individual physician. Your portfolio is a personal expression of your career; no two portfolios are exactly the same. (10 pages to 100's of pages)

- ❖ Table of Contents
- ❖ Philosophy of Education (1-2 pages max)
 - Role of the learner
 - Role of the teacher
 - Goals of instruction
 - Variables that promote learning
- ❖ Curriculum Vitae
- ❖ Curriculum Development & Instructional Design
- ❖ Teaching Outcomes
 - UME
 - GME
 - CME
- ❖ Formal Adviser/Mentorship
- ❖ Educational Administration
 - Course or Programs you have run
 - # of students
 - Cost/Profits/Budget
 - Number of support personnel supervised
- ❖ Clinical Practice
 - Copies of current privileging documents
 - Copies of license, DEA, Board Cert/Recert
 - Any external reviews of your clinical competence
- ❖ Honors & Awards
- ❖ Selected Reprints (4 to 6 representative publications)
- ❖ Other Media
- ❖ Editorial Service (examples of journal editorial work)
- ❖ Military History

Another Optional Format for a Portfolio

Section 1: Philosophy of Education

Description: State explicitly the educational goals of your career integrate personal background experiences, training, reading and reflection. You may want to include: learning theory, goals of instruction, roles and responsibilities of the learner, role of the teacher, and description of the variables which promote learning.

Section 2: Curriculum Development and Instructional Design

Description: Each curriculum module/program submitted for review in the portfolio must include the following instructional design elements: definition of educational objectives in measurable terms (who will do how much of what by when?), development and sequencing of instructional units keyed to the objectives, selection of educational strategies (lectures, small groups, PBL, clinical rounds, consistent with objectives) preparation of instructional materials, handouts, and supplemental resources, and evaluation of program/curriculum

Documentation: This section should include curriculum projects for which you have had primary responsibility. Each curriculum packet should include the elements outlined above, and evidence which supports the value, merit, and/or worth of this curriculum: peer review, review by education specialists, student evaluations.

Section 3: Teaching Skills

Description: Teaching skills focuses on the candidate's ability to deliver instruction to the learner using techniques which will maximize learning. These techniques include strategies to present and reinforce information, stimulate thinking, trigger discussion and synthesis, and the ability to improvise to take advantage of those "teachable moments" - the ability to respond rapidly to a variety of unplanned events.

Documentation: Activity Report. This section should include: a summary record of the diversity of audiences you teach and the array of teaching methods which you utilize, a detailed listing of the teaching activities in a CV format, (categorized by audience: medical student, resident, faculty, community), evidence for teaching competency: systematic peer reviews, systematic learner or graduate reviews, ratings of instruction, content analysis of unsolicited student comments/letters, educational consultant reports, videotapes of exemplary teaching with self-analysis teaching

Section 4: Assessment of Learner Performance

Description: Assessment is defined as the systematic process for making inferences about what an individual has learned and/or an individual's level of competency. This process involves defining, selecting, designing, collecting, analyzing, and interpreting the results of measures designed to assess an individual's learning and/or measures designed to evaluate qualifications for certification or licensure. Any assessment measure must have two qualities: reliability (the consistency, precision, and dependability of the measurement) and validity (face, content, criterion, and construct).

Documentation: Activity Report. This section should include: graphic summary of your assessment activities over time, information regarding psychometric qualities of the assessment methods should be provided so that the reliability and validity may be evaluated. (reliability, face validity, content validity, construct and criterion validity, examples of student work)

Section 5: Adviser

Description: The goal of any instruction is to change learner's knowledge, attitudes, and/or behaviors in a predetermined direction. Instruction occurs in both formal and informal settings - advising of students/resident; non-credit externship experiences; collaboration on research; coffee table discussions on career planning - but often the informal instruction is overlooked. However, it is the candidates' one-on-one involvement with learners as coach, guide, or mentor which impacts their development as professionals. This section provides the opportunity to document the candidates' interactions with, and impact of, these informal educator responsibilities on the learner.

Documentation Types: list formal advisees and current status, list of students (from Registrar's Office) who request candidate as an adviser, index of where candidate stands relative to other faculty, list of informal advisees. Consider asking advisees to write a 1–2 page summary of how they have been "changed" as a result of candidate's interactions, examples of advisee work while under your guidance

Section 6: Educational Administration

Description: Service as directors, curriculum coordinators, members of residency, departmental, college-wide, and/or community committees involved with the planning and/or evaluation of education all require the candidate to be skilled in educational administration. Educational administrators participate in and provide leadership for small and large group tasks and manage self, others, money, and time on various educational projects and programs.

Documentation: appointment to committees, ability to recruit instructors in a timely fashion, provision of timely and constructive feedback to instructors on their performance, ability to synthesize committee ideas into an action plan, preparation for an accreditation or RRC review (Written Documentation: colleagues, supervisors, managers of teaching facilities, chairs of committees, reports from accreditation review, self-assessment of administrative skills, authorship of administrative reports)

Section 7: Regional/National Scholarship

Description: Those activities which advance knowledge in the discipline of education. This section may include: peer reviewed regional/national presentations and publications, receipt of a grant or contract based on peer review of a written proposal, participation and service in a professional education organization.

Presentations and Publications: as related to education using publication style reference, invited presentations, serving as a discussant at a meeting, peer reviewer for education, reviewer for regional/national education-related conferences and/or journals.

Grant or Contract: title, source of funding, P.I., position, dates, amount

Membership and Service in Medical Education-Related Professional Organizations

Section 8: Continuing Medical Education

Description: Knowledge and techniques in medical education. Document candidate's record for continuing his/her own development as an educator. Knowledge base in one's own area of specialty.

Documentation: list continuing educator (faculty development, consultant with education specialist, etc.), activities, list clinical continuing education activities, pedagogical essay.

Section 9: Honors and Awards

Description: Awards, certificates, and honors are evidence that one's peers hold the candidate in high esteem. These recognitions must be included in a portfolio as they represent the collective judgments of one's peers regarding expertise. As in the Continuing Medical Education section of this portfolio, awards include both recognition as an "educator" and as a "clinician" or "scientist."

Documentation: This section may include: awards, certificates, honors (could include both recognition as an "educator" and as a "clinician" or "scientist")

Section 10: Long-Term Goals

Description: Donald A. Schon argues that enhancing the practitioner's ability for "reflection-in-action" - learning by doing and developing the ability for continued learning and problem-solving throughout one's career - is essential for taking action in cases where established theories may not always work. Nowhere is this need to reflect more important than in the continuing development of educators.

The first section of the Educator's Portfolio (i.e., Philosophy of Education) provides the candidate with an opportunity to reflect on where he/she has been - one's values and beliefs regarding how students learn, the goals of instruction, the responsibilities of the instructor and the student. In this, the last section of the portfolio, the candidate has the opportunity to reflect on where he/she will be - future projects, ideas to be investigated, skills to be learned through continuing education, involvement in professional organizations. The process of articulating one's values and delineating a plan of action based on those values requires the "reflection-in-action" that will result in skilled educators who are able to address the important questions.

Documentation: 1-2 page description of your plans as an educator. You may want to include: faculty promotion, future projects (curriculum development, scholarship, grants/contracts), teaching skills to be added to your repertoire, continuing education, assessment of student performance, educational administration, professional organizations.