

#2: Teaching Portfolio: (Educator's Reflective Document) - Template:

Based on the educator's portfolio template from the Academic Pediatric Association for the Educational Scholars Program and the AAMC Toolbox for Medical Educators

"The teaching portfolio is not an exhaustive compilation of all the documents and materials that bear on teaching performance. Instead, it culls from the record (from your CV) selected information on teaching activities and solid evidence of their effectiveness. Just as in a curriculum vitae, all claims in the portfolio should be supported by firm empirical evidence." *From Peter Seldin, et al. The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions. 4th edition; Jossey-Bass 2010.*

- **BEFORE YOU START: IDENTIFY THE TEACHING DOMAINS OR CATEGORIES WHERE YOU ARE ACTIVE (see domains below)**

Disclaimer: Educators' activities and responsibilities will vary widely, depending on their individual appointments and their department or college. FEW if any individual portfolios will provide evidence for ALL categories or for all indicators listed under each domain – especially early in an educator's career.

- **THEN: CHOOSE UP TO 5 ACTIVITIES / ACHIEVEMENTS YOU WISH TO HIGHLIGHT**

The SIX domains/categories based on the [AAMC Toolbox for Evaluating Educators](#) are explained in greater detail in the instructions for the Educator's CV. The 2-5 activities you've elected to highlight in your Teaching Portfolio should be lifted from the more complete list of activities you documented in your CV.

- ☐ Teaching
 - 1a: [Teaching activities](#)
 - 1b: [Development of Enduring Educational Materials](#)
 - 1c: [Educational Professional Development](#): (efforts to improve your teaching)
- ☐ [Mentoring and Advising](#)
- ☐ [Learner Assessment](#)
- ☐ [Educational Research](#)
- ☐ [Curriculum and Program Development](#)
- ☐ [Educational Leadership and Administration](#)

Use the domain-specific templates/fillable forms.

Each of the (up to 5) activities you choose to highlight should be limited to 2 pages.

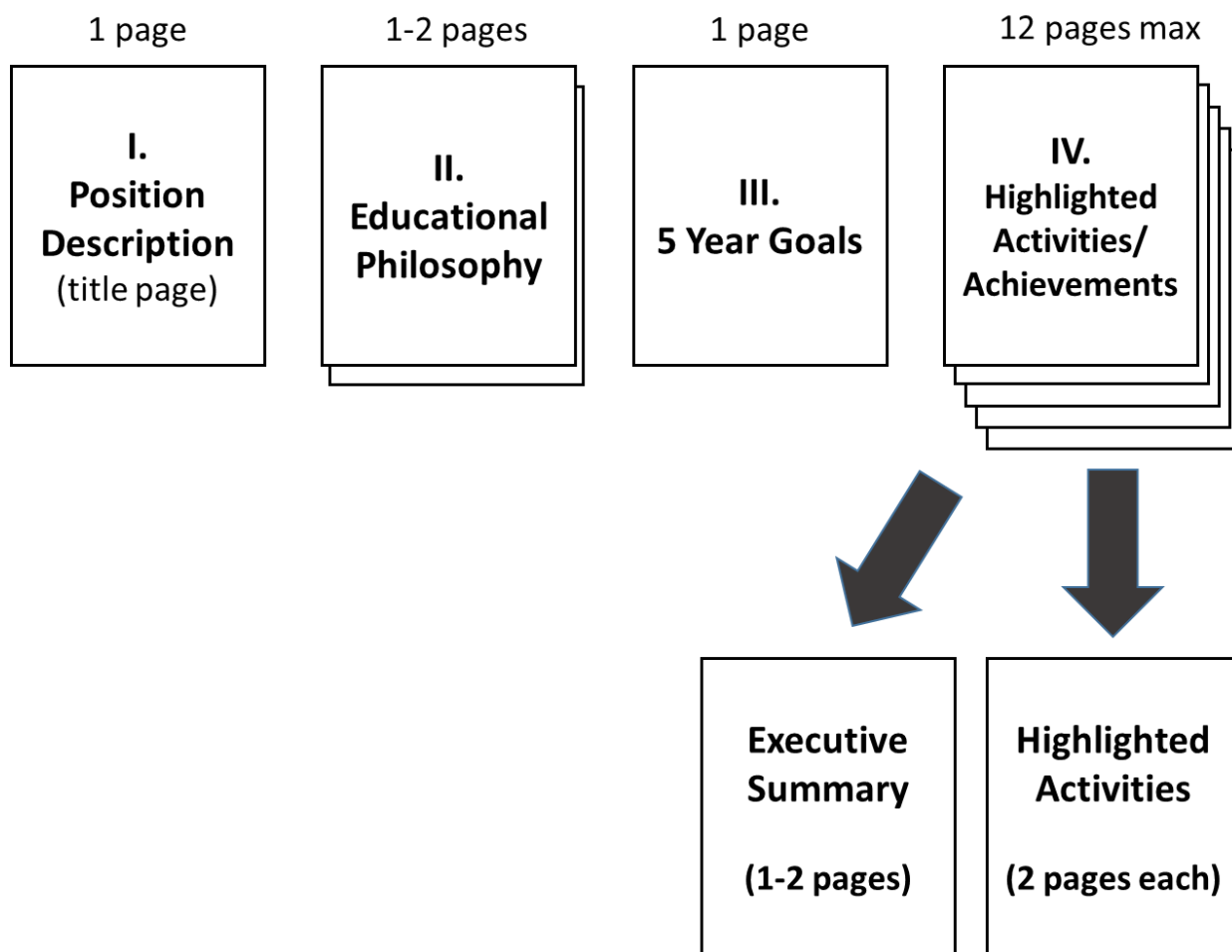
For most junior faculty, you will likely be reporting only or primarily in the first 2 or 3 domains/categories.

This is expected and you will not be penalized unless the other activities are part of your job description.

Table of Contents for a Teaching Portfolio/Reflective Document

- I. [Position Description \(title page\)](#) (1 page)
- II. [Educational Philosophy](#) (1-2 pages)
- III. [5 Year Goals](#) (1 page)
- IV. [Educational activities/achievements you wish to highlight](#) (12 pages maximum)
 - ✓ Choose up to 5 total activities/achievements.
 - ✓ Choose from any of the 6 potential domains.
 - ✓ Most faculty, especially early in their careers, will NOT be active in all domains.
 - ✓ You may highlight more than 1 activity in a domain.
 - ✓ See provided [templates](#) for reporting and reflecting.

Note page limitations



I. POSITION DESCRIPTION (1 page)

YOUR NAME:

YOUR ACADEMIC TITLE(S):

**DEFINE YOUR FACULTY APPOINTMENT AS DETERMINED BY YOUR DEPARTMENT
and/or COLLEGE:**

Approximate as necessary

- ☐ % Research
- ☐ % Teaching
- ☐ % Clinical Teaching (if defined separately from teaching as a whole)
- ☐ % Clinical/Diagnostic Service or Extension/Outreach (if applicable)
- ☐ % University, college and department service (CITIZENSHIP)
- ☐ % Administration

PRIMARY EDUCATIONAL ROLE(S):

Briefly summarize your role(s) as an educator and/or educational leader, and how these roles fit into your overall position (i.e. your other responsibilities as a faculty member)

SEE [RECOMMENDATIONS](#) ON CREATING A COVER SECTION FOR YOUR **OVERALL PACKET**

II. EDUCATIONAL PHILOSOPHY STATEMENT (Teaching Philosophy)

“In 1-2 pages, describe your approach to education and the principles that underlie your teaching. For example, you might discuss your personal theory of learning, characteristics of a good teacher and a good learner, your view of the roles and responsibilities of students and teachers, the aims of instruction and how these might change under different conditions, or environmental factors that promote or impede learning. This statement should spring from careful reflection on your educational strengths and practice. **Illustrate your principles with examples from your own teaching, to show how they are related and have evolved over time.**” *Academic Pediatric Association for the Educational Scholars Program*

III. YOUR FIVE-YEAR GOALS AS AN EDUCATOR and/or EDUCATIONAL LEADER

In one page or less, list up to FIVE carefully-considered goals for your development as an educator and/or educational leader in the next five years. Be sure that your educational activities, as they evolve over time, address these goals. Your professional development goals should be accompanied by learning strategies to help you achieve them. This list might include both aspirations for achievement and plans for learning and growth, ideally linked together. Keep the list both brief and focused. Consider discussing your goals with your mentor(s).

Recommend: 1 page or less.

- 1.
- 2.
- 3.
- 4.
- 5.

(Revise or add goals with each portfolio update.)

IV. Educational activities/achievements you wish to highlight

Executive Summary

This 1-2 page document is intended to provide reviewers with a broad overview/summary of the 2-5 activities you've chosen to highlight in your Teaching Portfolio / Educator's Reflective Statement.

□ CHOOSE UP TO 5 ACTIVITIES / ACHIEVEMENTS YOU WISH TO HIGHLIGHT.

- ✓ Choose from any of the 6 potential domains.
- ✓ Most faculty, especially early in their careers, will NOT be active in all domains.
- ✓ You may highlight more than 1 activity in a domain.
- ✓ See provided templates for reporting and reflecting.
- ✓ To the degree possible, you should highlight your effective teaching, educational scholarship, and/or educational leadership endeavors that occurred **in the period under review** – i.e. the time period since you were first appointed or since your last promotion review (typically <5-6 years).

□ DOWNLOAD THE Executive Summary TEMPLATE from the [RTA web page](#)

□ USE THE TEMPLATE TO CREATE YOUR EXECUTIVE SUMMARY

□ FOR EACH ACTIVITY YOU'VE LISTED, YOU WILL THEN USE THE APPROPRIATE DOMAIN-SPECIFIC [TEMPLATE](#) TO HIGHLIGHT IN GREATER DETAIL (see following pages for instructions)

**2 pages
maximum**

Executive Summary of Most Significant Contributions to Teaching and Education	
Name: Name (click to enter text)	Affiliation: College & Department
Overall faculty roles: In one sentence, list your faculty roles (teaching, research, patient care, administration) and approximate time allocation to each (%).	
Overall faculty roles	
Changes in role(s) over time: In one sentence, describe any major changes in teaching roles over the past 2 or 3 years.	
Changes in role(s)	
Important contributions to education: Identify educator role (domain) in parentheses and list contribution in a phrase. Describe what was done, how well it was done, and its impact in 3-7 sentences. Use only as many as are appropriate to your teaching (n = 2-5). <ul style="list-style-type: none"> • To the degree possible, highlight activities that occurred during the time period under review. • You will expand on each of these using the domain specific templates (Detailed Role Description). • Especially early in their careers, few faculty will be active in more than 2 domains. However, you may have multiple examples in a domain. • Note that (1a) Teaching and at least one additional Detailed Role Description (e.g. 2 Mentoring/Advising) are required. • Your Executive Summary should NOT exceed 2 pages total. 	
First important contribution to education: Teaching	
(Teaching), contribution, description.	
Second important contribution to education	
(Educator Role), contribution, description.	
Third important contribution to education	
(Educator Role), contribution, description.	
Fourth important contribution to education	
(Educator Role), contribution, description.	
Fifth important contribution to education	
(Educator Role), contribution, description.	

DOMAIN #1: TEACHING

Teaching is defined as any organized activity that fosters learning and the creation of associated instructional materials.

Domain 1a: Teaching Activities

From the complete list of teaching activities in your Educator's CV, [choose 1 or 2 focal areas](#) of teaching for more detailed comment and expansion here. These represent your best efforts, i.e. work you would like to highlight – especially achievements that occurred during the review period (typically the past 5-6 years).

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use "save as" to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF's (e.g. Adobe Pro).

Page limit: 2 pages maximum for each highlighted activity.

2 pages
maximum

DOMAIN 1a Teaching (classroom or clinical)	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Name your teaching activity(ies): Identify the impactful activity you've select to focus on.	
Name your teaching activity(ies)	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
Your role(s)	
3. Learners and amount of contact: Describe types, levels and numbers of learners; amount of contact you have with them.	
Learners and amount of contact	
4. Goals and learning objectives: List goals and learning objectives of this activity. If these are extensive, provide just a few illustrative examples.	
Goals and learning objectives of program	
5. Methods: Describe the methods used for instruction, how these align with objectives, and rationale for choices.	
Methods	
6. Rationale: Describe why and how you chose the method(s) you used.	
Rationale	
7. Results and impact: Describe evidence of learner satisfaction (e.g. student ratings of teaching/course), learning outcomes, application of knowledge in other settings at your institution, impact on educational programs within the institution, and /or teaching awards.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement. If applicable, briefly explain how the information obtained through this teaching activity and its evaluation changed your overall educational practices?	
Reflective critique	
9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or teaching awards nationally.	
Dissemination	

For the reviewer:

1. The instructor provides learners with written learning outcomes (learning objectives)
2. Learning outcomes are clear, measureable, achievable and realistic
3. The instructor develops sustainable educational materials and/or methods
4. The instructor utilizes novel or innovative educational methods
5. Teaching activities have been developed using a scholarly approach
6. The instructor has and uses a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve instructional methods
8. The instructor provides evidence that students achieved desired learning outcomes
9. The instructor demonstrates continual improvement in instructional delivery and methods



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Domain 1b: Development of Enduring Educational Materials (if applicable)

Enduring materials are those used repeatedly and/or used by others.

Choose 1 or 2 examples of enduring educational materials that you have developed from the complete list in your CV and describe in more detail. These represent your best efforts, i.e. work you would like to highlight – especially achievements during the review period (typically the past 5-6 years).

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use “save as” to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF’s (e.g. Adobe Pro).

Page limit: 2 pages maximum for each highlighted activity.

2 pages
maximum

DOMAIN 1b: Development of Enduring Educational Materials	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Educational Product: Identify the impactful educational material you’ve select to focus on.	
Name your teaching activity(ies)	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
Your role(s)	
3. Learners and amount of contact: Describe how the material is being utilized – i.e. specifically where, when (<i>duration/frequency</i>), and by whom (<i>the types, levels and numbers of learners involved</i>)	
Learners and amount of contact	
4. Goals and learning objectives: List goals and <u>learning objectives</u> of the educational product. If these are extensive, provide just a few illustrative examples.	
Goals and learning objectives of program	
5. Methods: Briefly describe the product / materials – i.e. the methods used and how these align with objectives.	
Methods	
6. Rationale: Describe why and how you chose the method(s) you used.	
Rationale	
7. Results and impact: Describe evidence of learner satisfaction (<i>e.g. student ratings of teaching/course</i>), learning outcomes, application of knowledge in other settings at your institution, impact on educational programs within the institution, and/or teaching awards.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement. If applicable, briefly explain how the information obtained through development and assessment of this teaching activity changed your overall educational practices.	
Reflective critique	
9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or teaching awards nationally.	
Dissemination	

For the reviewer: see previous section (Domain 1a)

Domain 1c: Educational Professional Development: (efforts to improve your teaching)

A scholarly approach to education is reflected by how one undertakes one's own development as an educator and evidence of one's consistent use of evidence-based principles for planning, designing, and assessing educational activities. Modified from Academic Pediatric Association for the Educational Scholars Program

From the complete list of professional development activities in your Educator's CV, [choose 1 or 2 programs or activities](#) for more detailed comment. These are activities that have had "high impact" on you as a teacher, educational scholar, or educational leader.

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use "save as" to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF's (e.g. Adobe Pro).

Page limit: 2 pages maximum for each highlighted activity.

DOMAIN 1c: Educational Professional Development	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Development Activity: Identify each of the 1-2 programs/activities you've chosen to highlight (e.g. title, organization, date, venue, etc.)	
Name your teaching activity(ies). Click to enter text.	
2. Description: Very briefly describe each activity/program (e.g. format, methods employed, number of other educators involved, etc.)	
Description	
3. Impact: Briefly describe the impact of each activity on your practices.	
<ul style="list-style-type: none"> Describe new and/or innovative teaching practices that have arisen from this educational professional development activity. For each new practice, you might briefly explain your goals & learning objectives, the new method itself, and result & impact (see <i>Domains 1a or 1b</i>). If applicable, describe how the activity changed your teaching or your views on your role as an educator, educational scholar, and/or educational leader? 	
Impact	
4. Reflective critique: If applicable, describe how your professional development activities have <u>in general</u> shaped and/or continue to shape your development as a scholarly teacher, an educational scholar, or an educational leader.	
Reflective critique	

2 pages
maximum

For the reviewer:

1. The educator actively engages in practices that promote continual improvement.
2. The educator reflects on these activities and thoughtfully considers new information/perspectives regarding teaching and learning.
3. The educator transforms his/her own professional development activities into action – i.e. into experiments and/or change in his/her teaching.
4. If applicable: the educator transforms his/her own professional development activities into action in other domains – e.g. assessment, curriculum/program development, educational leadership, etc.

DOMAIN #2: 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. (AAMC Toolbox).

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use “save as” to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF’s (e.g. Adobe Pro).

Page limit: 2 pages maximum for each highlighted activity.

To the degree possible, you should highlight your mentoring/advising activities from the period under review – i.e. the time period since you were first appointed or since your last promotion review (typically <5-6 years).

**2 pages
maximum**

DOMAIN 2: Mentoring and Advising	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Name the mentoring and/or advising role(s) or activity(ies) you’ve chosen to highlight:	
Name your activity(ies)	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
Your role(s)	
3. Mentees and amount of contact: Describe types, levels and numbers of mentees; amount of contact you have with them.	
Mentees and amount of contact	
4. Goals and learning objectives: List goals and learning objectives of program and/or individual mentees. If these are extensive, provide just a few illustrative examples.	
Goals and learning objectives of program and/or mentees	
5. Methods: Describe the methods used for instruction, how these align with objectives, and rationale for choices.	
Methods	
6. Rationale: Describe why and how you chose the mentoring & advising method(s) you use.	
Rationale	
7. Results and impact: Describe evidence of mentee ratings for mentoring, learning outcomes, career trajectories, impact on educational programs, and/or mentoring awards.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement.	
Reflective critique	
9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or mentoring awards nationally.	
Dissemination	

For the reviewer:

1. The instructor provides mentees and advisees with clear learning and professional outcomes (learning objectives and goals for both the short- and long-term)
2. Learning and professional outcomes are clear, measureable, achievable and realistic
3. The instructor develops sustainable educational materials and/or methods
4. The instructor utilizes novel or innovative educational methods
5. Mentoring and advising activities have been developed using a scholarly approach
6. The instructor has and uses a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve advising and mentoring methods/practice
8. The instructor provides evidence that students achieved desired learning outcomes
9. The instructor demonstrates continual improvement in mentoring and advising methods



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DOMAIN #3: LEARNER ASSESSMENT / OUTCOME 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 (the students') performance.

Choose 1 or 2 representative examples of learner assessment and/or outcome assessment to highlight. These may be examples from your assigned teaching responsibilities OR assessment activities that fall outside the learner assessment you do routinely in specific courses (see Educator's CV recommendations document for examples of the latter).

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use "save as" to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF's (e.g. Adobe Pro).

Page limit: 2 pages maximum for each highlighted assessment.

2 pages
maximum

DOMAIN 3: Learner Assessment / Outcome Assessment	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Name your learner assessment activity(ies):	
Learner assessment activity(ies)	
2. Your role(s): Describe your role(s) and specifically what you contribute to learner assessment.	
Your role(s)	
3. Learners and amount of contact: Describe types, levels and numbers of learners.	
Learners and amount of contact	
4. Goals for assessment: List goals for assessment. If these are extensive, provide just a few illustrative examples.	
Goals for assessment	
5. Methods: Describe assessment formats and methods, how these align with objectives, and rationale for choices.	
Methods	
6. Rationale - builds on best practice/evidence: Describe your preparation including the use of best practice and evidence where available, your professional development, and/or congruence with national, curriculum, and/or program goals and resource utilization.	
Builds on best evidence/practice	
7. Results and impact: Describe evidence of learner satisfaction (e.g. student ratings), evidence of appropriate rigor (e.g. exam statistics such as mean, median, SD, number of C,D & F grades, etc.), application of assessment process to other settings at your institution, impact on educational programs, and/or recognition/honors within the institution.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement.	
Reflective critique	
9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination, use by others, or awards nationally.	
Dissemination	

For the reviewer:

1. The instructor provides learners with written learning outcomes (learning objectives) coupled to the assessment strategy
2. Learning outcomes are clear, measureable through assessment, achievable and realistic
3. The instructor develops sustainable educational assessment materials and/or methods
4. The instructor utilizes novel or innovative educational assessment methods
5. Teaching assessment activities have been developed using a scholarly approach
6. The instructor has used a thoughtful assessment strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor's assessment outcomes demonstrate suitable rigor (*as demonstrated by exam statistics such as mean, median, SD, number of C,D & F grades, etc.*)
8. The instructor utilizes constructive feedback from students and peers to improve instructional assessment methods
9. The instructor provides evidence that students achieved desired learning outcomes through assessment
10. The instructor demonstrates continual improvement in instructional assessment delivery and methods



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DOMAIN #4: EDUCATIONAL RESEARCH / SCHOLARSHIP

Educational Research is defined as “a field of inquiry aimed at advancing knowledge of education and learning processes and development of tools and methods necessary to support this endeavor.” [American Educational Research Association]

Educational Scholarship produces resources and materials specifically designed “to fulfill an educational purpose” and that have been peer-reviewed and disseminated for use by others in the field. [MedEdPortal, AAMC]

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use “save as” to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF's (e.g. Adobe Pro).

Page limit: 2-3 pages maximum. Your focus should ideally be scholarship during the review period – typically the past 3-6 years (e.g. since you were first appointed or since your last

**2 pages
maximum**

DOMAIN 4: Educational Research / Scholarship	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Overview: Briefly, summarize your educational research and/or your overall themes or goals. If possible, put your research in context with the larger field(s) you work in – e.g. what questions or problems are you seeking to address?	
Overview	
2. Identify a research activity you've chosen to focus on: e.g. a publication (<i>enter citation</i>), funded grant (<i>enter grant info</i>), presentation (<i>title, venue, etc.</i>), etc.	
Research activity or product.	
3. Your role: Describe your role(s) and specifically what you contributed.	
Describe your role(s)	
4. Goal: What research question or educational problem were you trying to address?	
Vision and goals	
5. Methods: Briefly describe the methods used to achieve these goals. What is unique about this research or your approach?	
Methods	
6. Scholarly approach: Describe your preparation and how your research plan was developed.	
Evidence of a scholarly approach	
7. Results and impact: What has been the impact of this research – e.g. if applicable, has this research been used by others to improve teaching and/or learning? Has it been cited or otherwise built upon by other educational researchers? If used or built upon, by whom?	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement. How has this research activity affected your own educational approaches, educational philosophy, or other practices?	
Reflective critique	
9. Other products: If applicable, identify any non-traditional products (<i>peer reviewed or otherwise</i>) that have resulted from this activity (e.g. a <i>handout on evidence-based best practices in the use of student response systems that is widely used by other instructors in your college</i>).	
Other products	

promotion review).

For the reviewer:

1. Research progress, goals and outcomes are clear, measureable through assessment, achievable and realistic
2. The instructor develops sustainable educational research materials and/or methods
3. The instructor utilizes novel or innovative educational research methods
4. Teaching research activities have been developed using a scholarly approach
5. The instructor has used a thoughtful research strategy that provides valid information relative to the learning outcomes and instructional methods
6. The instructor utilizes constructive feedback from students and peers to improve instructional research methods and/or outcomes
7. The instructor demonstrates continual improvement in instructional research



DOMAIN #5: CURRICULUM and PROGRAM DEVELOPMENT

Curriculum is defined as a longitudinal set of systemically designed, sequenced, and evaluated educational activities. (AAMC Toolbox) A program is something that is placed within or ideally outside the confines of an existing course or teaching assignment. See examples in “Recommendations for CV” document.

From the complete list on your Educator’s CV, **choose 1 or 2 development activities or accomplishments** that represent examples of some of your best work in this domain.

Download a fillable form version of the template depicted below [HERE](#). Enter text into the active areas as directed. Then use “save as” to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF’s (e.g. Adobe Pro).

Page limit: 2-3 pages maximum

Your focus should ideally be activities during the review period – typically the past 3-6 years (e.g. since you were first appointed or since your last promotion review).

**2 pages
maximum**

DOMAIN 5: Curriculum & Program Development	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Name the curriculum or program development activity(ies) you have chosen to highlight.	
Name your activity(ies)	
2. Your role(s): Describe your role(s) and specifically what you contribute(d).	
Role(s)	
3. Learners and amount of contact: Describe types, levels and numbers of learners.	
Learners and amount of contact	
4. Goals and learning objectives: List goals and learning objectives of program. If these are extensive, provide just a few illustrative examples.	
Goals and learning objectives of program	
5. Methods: Describe the curriculum or program, innovations employed, how these align with objectives, and rationale for choices.	
Methods	
6. Rationale: Describe your preparation including needs assessment, the use of best practice and evidence where available, your professional development, and/or congruence with national, curriculum, and/or program goals.	
Rationale \ Background	
7. Results and impact: Describe evidence of learner satisfaction (e.g. student ratings of teaching/course), learning outcomes, application of knowledge in other settings at your institution, impact on educational programs, and/or recognition/honors within the institution for this work.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement.	
Reflective critique	
9. Dissemination: If applicable, describe how your efforts have been recognized by others externally through peer review, dissemination (publication or presentation), use by others, or teaching awards nationally.	
Dissemination	

For the reviewer: *(not all educators are expected to address all of the following points)*

1. The instructor provides learners with written program outcomes (objectives)
2. Program learning outcomes are clear, measureable through assessment, achievable and realistic
3. The instructor develops sustainable programmatic assessment materials and/or methods
4. The instructor utilizes novel or innovative program assessment methods
5. Program development activities use a scholarly approach
6. The instructor has used a thoughtful development strategy that provides valid information relative to the learning outcomes and instructional methods
7. The instructor utilizes constructive feedback from students and peers to improve instructional curriculum and programs
8. The instructor provides evidence that students achieved desired programmatic learning outcomes through assessment
9. The instructor demonstrates continual improvement in program and curriculum delivery



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DOMAIN #6: EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Educational leaders achieve transformative results by leading others to advance educational programs, initiatives, and/or groups either at the local, regional, national or international level. (AAMC Toolbox)

Not all educators will document duties or roles in this domain – especially early in their careers. The Educational Leadership and Administration Domain will be used by educators/faculty that have responsibilities in leading or administering the educational process at the local, regional, national, or international level. See examples in “Recommendations for CV” document.

From the complete list on your Educator’s CV, **highlight 1 or 2 activities or accomplishments** that represent examples of some of your best work in this domain – especially during the review period (typically the past 3-6 years).

Page limit: 2 pages maximum for each highlighted activity.

DOMAIN 6: Educational Leadership	
Name: Name (Click to enter text)	Affiliation: College & Department
1. Name the educational leadership role(s) you have chosen to highlight:	
Name educational leadership role(s)	
2. Your role(s): Describe your role(s) and specifically what you contribute.	
Describe your role(s)	
3. Groups served and amount of contact: Describe types, levels and numbers of stakeholders (faculty, students, residents); amount of contact you have with them.	
Stakeholders and amount of contact	
4. Vision and goals: Describe vision, goals and/or congruence with national, institutional, curriculum and/or program goals. If these are extensive, provide just a few illustrative examples.	
Vision and goals	
5. Methods: Describe the methods used to achieve goals, and how these align with institutional priorities and resources, and innovative solutions.	
Methods	
6. Builds on best practice/evidence: Describe your preparation, including the use of best practice and evidence where available, and your professional development.	
Rationale / Builds on best practice/evidence	
7. Results and impact: What changed or improved as a result of this work? Describe evidence of stakeholder satisfaction, learning or other outcomes, impact on educational programs, and recognition/honors for leadership at your institution.	
Results and impact	
8. Reflective critique: Describe your reflections, what went well and plans for improvement.	
Reflective critique	
9. Dissemination: If applicable, describe how your activities have been recognized by others externally through peer review, dissemination (e.g publication or presentation), use by others, or leadership awards nationally.	
Dissemination	

**2 pages
maximum**

Download a fillable form version of the template depicted above [HERE](#). Enter text into the active areas as directed. Then use “save as” to rename and save the document to your own folder. You should be able to edit your text as needed. The completed table can then be inserted into your portfolio. The easiest way to combine documents for your portfolio might be to save each completed document as a PDF and use a program that allows you to combine PDF’s (e.g. Adobe Pro).

For the reviewer: *(not all educators are expected to address all of the following points)*

1. The leader provides others with clear outcomes (objectives) coupled to an assessment strategy
2. Leadership outcomes are clear, measureable through assessment, achievable and realistic
3. The leader cultivates novel or innovative educational assessment methods
4. Teaching leadership activities have been developed using a scholarly approach
5. The leader has used a thoughtful assessment strategy that provides valid information relative to the objectives
6. The leader utilizes constructive feedback from others to improve leadership methods
7. The leader provides evidence that staff and students achieved desired outcomes through assessment
8. The leader demonstrates continual improvement in administrative methods



https://teachingacademy.westregioncvm.org/initiative_eprt/

The format of the Toolbox is based on the literature and builds on the findings of the 2006 AAMC GEA Consensus Conference on Educational Scholarship and educator evaluation tools developed by leaders of the Academic Pediatric Association's Educational Scholars Program.

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