

Teaching/Educators Portfolio



A simple how to, and why it is
important to clinician-educators

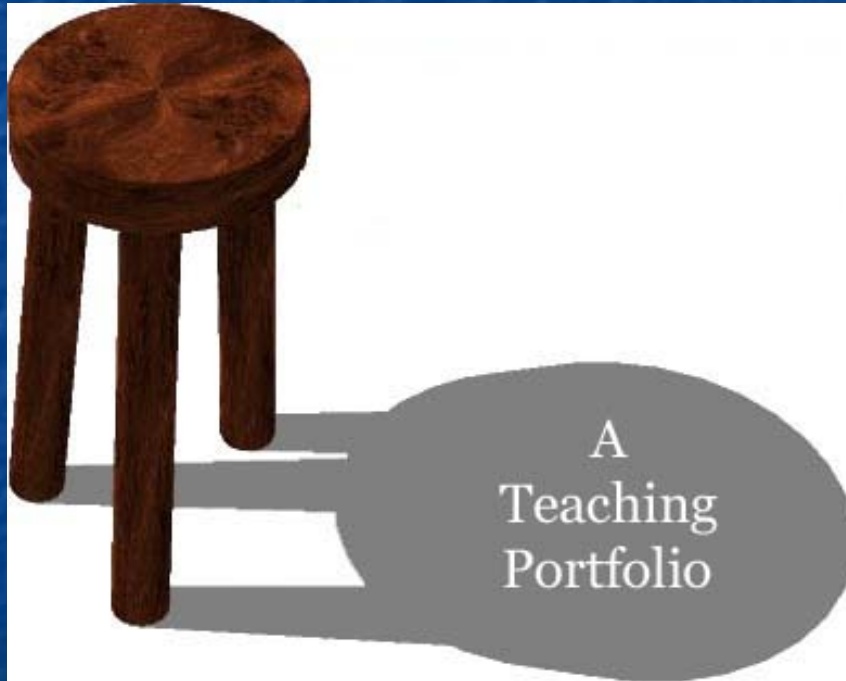
Lawrence I Kaplan, MD
General Internal Medicine
Temple University School of Medicine



“A poor surgeon hurts 1
person at a time. A poor
teacher hurts 130.”

Ernest Boyer, 1988

The Three-legged Stool



- Teaching
- Scholarship
- Service

Why do this?

“The purpose of a portfolio is to make significant chunks of what educator’s do available for peer review. Only when we have something to value, will we have something to evaluate... and we cannot value something that we cannot share, exchange and examine.”

Lee Schulman, Carnegie Foundation 1999



Teaching or Scholarship

■ Teaching

- Private
- Rarely peer evaluated
- Does not build on others work

■ Scholarship

- Public
- Critical review and evaluation
- Exchange and used by peers
- Can include publication



Why do we care?

- Most common criteria for CET promotion
 - Teaching awards, peer evaluation, learner evaluation, teaching portfolio ¹
 - Fewer publications ¹
- CET promotions are still slower than CIT
 - AAMC database
 - 6th year promotion; CET 16%, CIT 26% ²⁻³

1. Beasley BW et al. *JAMA*. 1997;278(9):723-28.

2. Beasley BW et al. *JGIM*. 2006;21:123-129

3. Buckley LM et al. *Archives Internal Medicine*. 2000;160:2623-29.



Perceptions on Promotion

- 185 Assistant Professors at 80 schools
 - Importance of CET faculty compared with promotion committee chairs.

Table 2. Importance of Specific Aspects of Clinician-educators' Performance in Promotion Decisions, Comparing the Clinician-educators in 2000 to Promotion Committee Chairs' Responses from 1996⁵—Organized by Their Ranking*

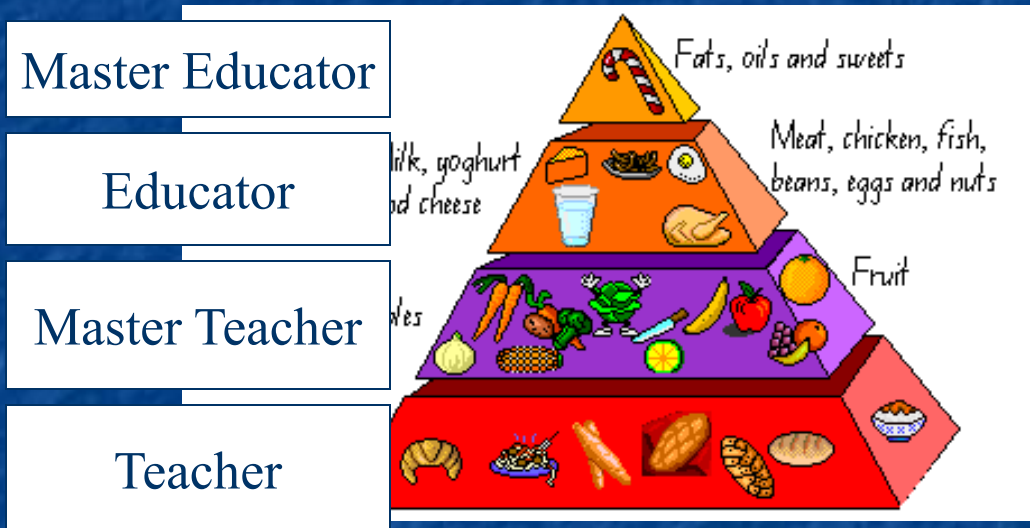
Specific Aspects of a Clinician-educator's Performance	Clinician Educators (N = 107)	Promotion Committee Chairs, 1996 (N = 115)
Clinical research	1	10
Written scholarship	2	8
Reputation	3	5
Teaching skills	4	1
Curriculum development	5	6
Personal qualities	6	9
Coordinating programs	7	4
Education research	8	11
Mentoring	9	3
Coordinating service	10	7
Clinical skills	11	2

* Both sets of importance rankings were derived from scores given to items using Likert Scales.



Educator's Pyramid

- Association for Surgical Education
 - 1993 task force to assess education



Does a Teaching Portfolio Help?

- Wake Forest School of Medicine
 - 186 faculty, 38 in CET pathway
 - 75% “sustained participation in effective teaching in more than one modality.”
 - 30% “service as assistant dean level, chair of education department committee.”
 - Less than 20% participated in national meetings.



Percentages of Criteria, Classified by Level of Mastery of Educators' Skills and Achievements, Met by Teaching-pathway Faculty Promoted to Associate Professor and Professor at Wake Forest University School of Medicine, 1995–2000*

Level/Criteria†	Associate Professor % Fulfilled	Professor % Fulfilled
Teacher (first level)		
Participation in at least minimal amount of expected medical student, resident, graduate teaching	100	100
Participation in more than one modality of teaching (e.g., classroom, bedside, laboratory, seminars, rounds)	100	100
Demonstration of basic teaching skills	100	100
Master teacher (second level)		
Recognition as an excellent teacher	100	100
Participation in significant amounts of effective teaching in more than one modality	100	100
Service as a mentor or advisor for at least one trainee each year	100	100
Participation in at least one national education meeting	100	100
Service on departmental or institutional education committees	100	100
Educator (third level)		
Sustained participation in significant amounts of effective teaching in more than one modality	>75	100
Service as a medical student clerkship, course, or residency director	>75	100
Participation in scholarly activities in education	67	100
Service on national committees involved with student, resident, or fellow education	58	>50
Presentations on educational topics at national meetings	38	>50
Development and implementation of education workshops at local/national levels	33	43
Service as the chair of departmental education committees	<30	>50
Service as an assistant dean for education or student affairs	<30	<30
Regular participation in national education meetings	<30	<30
Master educator (fourth level)		
Achievement of leadership positions in national organizations and committees and medical school education (e.g., associate dean, medical education chair, curriculum committee)		>50
Recognition as a national leader in specialty education		>50
Mentorship of other faculty members locally and nationally		>50
Sustained record of significant scholarly activities		43
Visiting professorships in medical education at other medical schools		36
Service on editorial boards or as peer reviewer for education journals		<30
Development and implementation of nationally recognized (in education) innovative curricula or teaching programs		<30
Pursuit of further training in education through workshops, faculty development programs, or educational fellowship programs		<30
Landmark contributions to education research and development		0

*The levels of fulfillment meriting comment were established as >75% and <30% of criteria fulfilled for associate professors and >50% and <30% for professors. To give complete data, exact percentages of criteria fulfilled are given for those that fell between these points.

†The criteria are adapted from the educators' pyramid, originally developed by Sachdeva et al.¹ as a model for classifying the skills and levels of achievement in education of surgery faculty.



Teaching/Educators Portfolio

- Evidence of teaching and student learning
 - Curricula
 - Evaluations
 - Honors and awards
- Reflection on that evidence
 - Self-assessment
 - Teaching and educational philosophy



File and Folder Tasks

- Make a new folder
- Publish this folder to the Web

Other Places

- teaching portfolio
- My Documents
- My Computer F3M7MN1
- My Network Places

Details

- Departmental and clerkship letters
- evaluations
- mentoring
- other files
- photos
- powerpoint
- video
- viewers
- web pages
- word
- Start Here HTML Document 2 KB
- teaching portfolio label Microsoft Word Document 34 KB



Nuts and Bolts

- Teaching philosophy statement
- Teaching activities
- Curricular development
- Evaluation by trainees
- Advising and mentoring
- Educational administration
- Public expression of scholarship
- Honors and awards
- Continuing education
- Self-assessment and goals



Nuts and Bolts

- Teaching philosophy
 - How do you learn?
 - Who do you learn from?
 - What is 'your' style



Nuts and Bolts

- Teaching activities
 - Competency development and assessment
- Curricular development
 - Document everything
 - Copy everything



Nuts and Bolts

- Evaluation by trainees
 - How do you know what learners have learned?



Nuts and Bolts

- Advising and mentoring
 - Who?
 - What setting?
 - What role?



Nuts and Bolts

- Educational administration
- Public expression of scholarship
- Honors and awards
- Continuing education



Nuts and Bolts

- Self-assessment and long-term goals





"Hey, how come no diplomas?" "Oh, I'm self-taught."



