

## Teaching Portfolio Template: Clinician/Teacher Pathway

### (Required components)

#### A. Teaching portfolio

- I. Executive Summary (1 page maximum) and Table of Contents
- II. Personal Information
  - a. Name and contact information:
  - b. Current position held (academic rank):
  - c. Subject area, specialties:
  - d. Institutional affiliation:
  - e. Time course (years) of activities included:
  - f. Short work history:
- III. Teaching Philosophy (1 page maximum)
- IV. Teaching Activities and role as an Educator
- V. Professional Development in Education
- VI. Regional/National/International Recognition

### Optional components

#### VII. Mentoring

Past / Current Trainee	Trainee Name (Where Training Occurred)	Pre / Post Level	Training Period	Prior Academic Degree(s)	Prior Academic Degree Year(s)	Prior Academic Degree Institution(s)	Title of Research Project	Current Position of Past Trainees / Source of Support of Current Trainees

#### VIII. Educational Administration and Leadership

#### IX. Honors and Awards

#### X. Long-term goals

## Teaching Portfolio: a Template to Document your Teaching Activities and Education Scholarship

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The following list suggests the types of materials that can be included in a teaching portfolio and is based on recent literature review, guidelines from medical education web sites, and conclusions of the AAMC-GEA 2006 Consensus Conference on Educational Scholarship.

#### **Suggested format and items that may be included (NOTE: you need not do ALL of this):**

For the Clinician/Educator, the required components are:

- I. Executive Summary (limit: 1 page) and Table of Contents
- II. Personal Information
- III. Teaching Philosophy (limit: 1 page)
- IV. Teaching Activities and role as an Educator
- V. Professional Development in Education
- VI. Regional/National/International Recognition

The submitted portfolio should not be so large as to overwhelm the reviewers. The School of Medicine recommends a maximum of 1” for the portfolio. The list below is a template. Because most faculty will not have accomplishments to list under all of the categories, some categories in the template are listed as optional. Please indicate “none” if there are no activities to report.

#### **A. Teaching portfolio**

##### **I. REQUIRED: Executive Summary**

You should write a one page “executive summary” to be placed in the front of the portfolio (easily readable by a review committee). The executive summary should highlight what you view as key or major teaching contributions in your portfolio. The executive summary is an excellent venue for describing your educational contributions that might not be evident in your curriculum vitae (e.g., your role in developing an educational program over time). Include a table of contents of your portfolio.

##### **II. REQUIRED: Personal Information**

1. Name and contact information
2. Current position held (academic rank)
3. Subject area, specialties
4. Institutional affiliation
5. Time course (years) of activities included
6. Short work-history

##### **III. REQUIRED: Teaching Philosophy (maximum one page)**

1. Express your personal theory or philosophy of teaching and learning
2. Include reflections about teacher – learner interactions
3. Delineate clearly your educational goals and your role as a teacher
4. Consider connecting your personal statements with your portfolio contents

#### IV. REQUIRED: Teaching activities and your role as an educator

1. **Direct teaching:** lectures, small group teaching, Problem Based Learning, grand rounds, laboratory and research based teaching, supervision of clinical activities of students, residents, fellows, procedural skills teaching, preceptorships, etc. List by level (fellows, residents, medical students: and other students, such as allied health professionals).

##### **Evidence to support teaching excellence:**

- a) Instructional materials: List and describe handouts, media, interactive material used.
- b) Quality: who do you teach, how much, and what do you teach?
- c) Quality: Teaching rating with comparison data for all educational activities cited
- d) Documentation (all documentation/evaluations should be placed at the end of section A)

2. **Curriculum Development:** describe innovative educational activities you created or implemented. (**Optional, but helpful**)

- a) Examples: courses, clerkships, faculty development, lab manuals, web-based materials, clinical cases, community education, etc.
- b) Evidence to support excellence:
  1. Instructional materials: Chronological vs. topic-focused list of activities for each section
  2. List materials and products developed
  3. Appendix: Syllabi, class notes, web sites, test questions
- c) Documentation
  1. Specifics of activities: goals of the curriculum; targeted audience; duration; design
  2. Evaluation
  3. Quality: evidence of effectiveness and improvement in quality of teaching:
    - a. Learner ratings
    - b. Impact on learning: examinations, scores, direct observation of learner performance
    - c. If possible: graphic display of improvement over time (e.g., evaluations of course or your teaching)

3. **Educational Scholarship:** didactic materials you produced and published to disseminate your medical education experience and expertise.

- a) Documentation:
  1. Peer-reviewed educational publications (e.g., MedEdPORTAL, AAMC)
  2. Presentations given at local/national/international meetings
  3. List peer-reviewed educational materials you developed, such as course syllabi, book chapters, study guides, etc and state the distribution of these materials (used locally, regionally, and nationally)
  4. Website addresses for web-based materials
- b) Invitations to present your educational material in another departments or medical schools and evidence how the material was used by these institutions

**V. REQUIRED: Professional Development in Education**

1. Describe your participation as an educator or facilitator in programs related to medical education: workshops, seminars, CME, Teaching Scholars
2. Describe the impact of these activities on your professional development
3. Describe activities that demonstrate your connection to a community of educators

**VI. REQUIRED: Regional/National/International Recognition**

Describe your participation in regional, national or international meetings or committees: workshops, seminars, oral or written board examiner, reviewer of other training programs or training grants

**VII. OPTIONAL: Mentoring (# 1 required if your work involved mentoring, # 2-7 optional)**

1. Provide a list of mentees with description and duration of mentoring activities, using the NIH Training Grant Template below to report them

Past / Current Trainee	Trainee Name (Where Training Occurred)	Pre / Post Level	Training Period	Prior Academic Degree(s)	Prior Academic Degree Year(s)	Prior Academic Degree Institution(s)	Title of Research Project	Current Position of Past Trainees / Source of Support of Current Trainees
Past	Schwartz, A. (Cornell)	Pre	94-99	BA	94	U. of WI	Role of Transcription Factor X in Synaptic Plasticity	Asst. Scientist, Scripps Research Foundation

**Mentoring Table Instructions:** List all past and current predoctoral and postdoctoral trainees for whom you are/were the mentor. Indicate in parentheses under the trainee name where the pre- or postdoctoral training occurred, if at a different institution. Exclude medical interns and residents unless they are heavily engaged in laboratory research. For each trainee indicate: whether at the predoctoral or postdoctoral level; the training period; previous institution, degree, and year awarded prior to entry into training; title of the research project; and for past students, their current positions or for current students, their source of support.

2. Describe the interaction with the mentees including career planning, mentoring and coaching through personal or academic difficulties or counseling to change attitudes/behaviors which impacted their professional development.
3. Provide information about outcomes (letters from mentees summarizing the mentoring experience and the impact it had on their professional development)
4. Description of mentees current medical careers (i.e., academic positions, clinical research, clinical practice in remote or underserved populations, volunteering for medical groups abroad, etc.)
5. Discuss projects you conducted with advisees and students
6. List your advisees presentations and publications, awards or grants received
7. Appendix: letters; minutes from Residency Training Committee meetings; newsletters

**VIII. OPTIONAL: Educational Administration and Leadership (Include only if relevant to your curriculum vitae)**

1. Specify and describe relevant leadership positions held: course director, residency or fellowship program director, committee participation or chairmanship, etc
2. List each area in terms of Graduate School, School Of Medicine or Department
3. List committee memberships, tasks and goals
4. Educational grants: include source, amount and number of years of funding
5. For Program Director: include achievements in accreditation, training

**IX. OPTIONAL: Honors and Awards (Nominations for teaching awards may be included if formally acknowledged by award committee.)**

List recognition as an educator, describe where necessary

**X. OPTIONAL: Long-Term Goals**

“Reflection-in-action” including future projects, new teaching method to be learned, ideas to be investigated, plans for publication and dissemination.

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**DOCUMENTATION/EVALUATIONS:**

**B:** Student, resident, fellow evaluations – use standardized forms with open-ended comments. Include your rating scales. Include # of students who have rotated each year.

**C:** Peer clinical evaluations

**D:** Peer teaching evaluations – summarize by year for each year in rank (minimum two per year)

**E:** Other teaching materials

- Community education
- Allied health professional courses and programs
- Letters critically evaluating teaching effectiveness
- Handouts, media and interactive material (only include representative and illustrative examples. This does not need to be an exhaustive collection of all of your handouts and materials.)