

Creating an Educator's Portfolio

OUHSC Educational Grand Rounds
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- OU College of Medicine Faculty Workshop Participants

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Creating an Educator's Portfolio

Objectives:

- Describe purpose of an educator's portfolio
- Describe linking educator roles and portfolio sections
- Review and create a personal educator's profile
- Describe uses of a portfolio for self- and peer-evaluation
- Identify what is the most important question on your mind that would you like to have addressed during this EGR session

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The *EP* Defined

It is bringing together of a professor's most important **teaching strengths** and **accomplishments**. It houses in one place the scope and quality of a professor's teaching performance. The portfolio is to teaching what lists of publications, grants, and honors are to research and scholarship...

- Peter Seldin (1990)

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Purpose of an Educator's Portfolio

■ Why assemble an educator's portfolio (EP)?

#1: An educator's portfolio is a record of your

- Competencies
- Resource material for educational scholarship
- Tools for learner and self-assessment
- Teaching and educational leadership
- Reflections and adaptations

Purpose: Done well, the EP can serve as reference material for your professional development and/or **academic advancement**.

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Purpose of an Educator's Portfolio

#2: You, your peers and/or your Department Chair can use the educator's portfolio to **benchmark the quality of instruction**.

The EP is a professional's "file folder" for individual* teaching, educational scholarship**, and learner/curriculum records and reflections (e.g., quantitative and qualitative data).

*The EP is not a place to keep "official" records

** Scholarship includes specific elements...

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A Note about Scholarship in Teaching

Table 1

Application of Glassick et al.'s Six Criteria to Evaluate Scholarship in Discovery (Traditional Research) and Teaching		
Glassick's Criterion*	Application to Discovery	Application to Teaching
Clear goals	Clarity of hypotheses; importance of questions	Clear, achievable, measurable objectives
Adequate preparation	Appropriate knowledge; ability to assemble necessary resources	Up-to-date knowledge; identification and organization of an appropriate quantity and level of material specific to objectives
Appropriate methods	Proposed study design will answer question; appropriate statistical analysis for design	(1) Selection of appropriate teaching methods(e) to meet defined objectives (2) Selection of appropriate assessment measures to evaluate outcomes
Significant results	Hypothesis tested and proved or disproved	(1) Measures of quality/effectiveness of presentation (2) Demonstration of learners' accomplishment of objectives
Effective presentation	Publication or presentation in public domain	Making results/process available to colleagues
Reflective critique	Critical reflection on results to guide the direction of relevant additional research	Critical analysis of teaching activity that results in changes to improve

* From Glassick CE, Huber MR, Maeroff GI. Scholarship Assessed—Evaluation of the Professoriate. San Francisco, CA: Jossey-Bass, 1997.

—Fincher, Simpson et al, Aca Med 75:9 (2000), 887-894
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Scholarship in Teaching

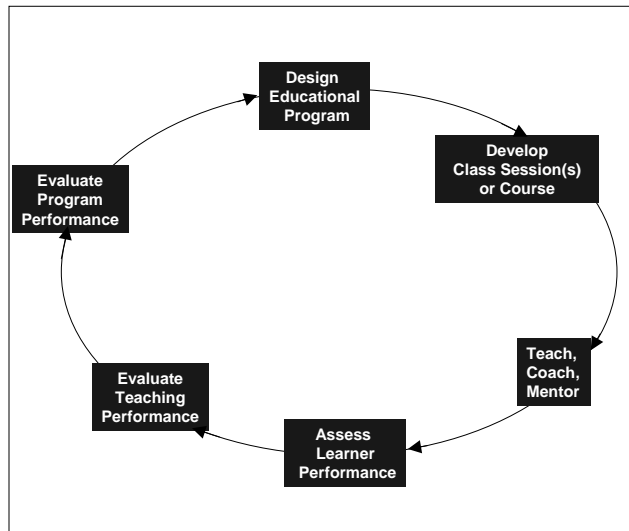
- "Hansen and Roberts argue that scholarship is demonstrated when knowledge is advanced or transformed by application of one's intellect in an informed, disciplined, and creative manner. The resulting products must be assessed for quality by peer review and made public.
- Hutchings and Schulman argue that teaching becomes scholarship when it demonstrates current knowledge of the field and current findings about teaching, invites peer review, and involves exploration of students' learning.
- Essential features of teaching as scholarship include the teaching's being public, being open to evaluation, and being presented in a form that others can build upon."

— Fincher, Simpson et al, Aca Med 75:9 (2000), 887-894

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Educator Roles are Multidimensional

- The AHC "**teaching**" mission includes many facets.
- Six roles could be used to outline teaching using qualitative and quantitative data.
- Each area may provide educational scholarship and research opportunity.
- These educator roles can be as headings in a **teaching portfolio**.



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How is the **EP** used?

...it can be used to provide specific data about teaching effectiveness to those who judge performance or as a springboard for self-improvement.

The purpose for which the portfolio is to be used determines what is included and how it is presented.

- Peter Seldin (1990)

Goal: Link educator roles with portfolio sections

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Carnegie Foundation for the Advancement of Teaching*

- Thomas Hatch (2000). Figure 6: Possible formats for teaching portfolios: ANATOMY or REVIEW of LEARNING (p14)

Key sections

Anatomy

To establish a permanent record for later comparisons; for historical purposes etc.

Rationale for program/course/activity goals and design; Overview of key parts of the course/activity (e.g. introduction, classes, assignments, assessments); Reflections on each part; conclusions and implications for future teaching.

Key links: student evaluations, TA reflections etc.

Review of learning

To determine what students= have learned in a program/course/activity (without focusing on determining what contributed to those outcomes).

Description of learning goals; Evidence of student learning (student work etc.); Analysis; Conclusions and implications.

Key links: alternative interpretations, data sets

*Next 4 slides not in handout only on EGR website: <http://www.ouhsc.edu/academicaffairs/education/>
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Carnegie Foundation for the Advancement of Teaching

- Thomas Hatch (2000). Figure 6: Possible formats for teaching portfolios: EVALUATION or INVESTIGATION (p14)

Evaluation

To understand how well the outcomes of a course have been achieved and the role of the teacher, pedagogical approach, or course design in producing those outcomes.

Goals and Rationale; Summary of outcomes, Summary of analysis of teaching and implications.

Key links: data sets, corroborating evaluations

Investigation

To pursue a key question/issue of teaching and/or learning.

Framing of question/issue; Study description; Summary of findings and implications.

Key links: References to relevant studies, data sets

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Carnegie Foundation for the Advancement of Teaching

- Thomas Hatch (2000). Figure 6: Possible formats for teaching portfolios: EVOLUTION or GUIDE (p14)

Evolution

To understand how/why a teacher/course/activity etc. developed.

Overview of key phases; Reflection/analysis on each phase; conclusion and implications.

Guide

To enable others to develop a similar program/course/approach.

Justification of value of the approach; Expected outcomes; Description of key parts of the approach.

Key links: Assessments, student work samples

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Carnegie Foundation for the Advancement of Teaching

- Thomas Hatch. American Educational Research Association (2000)
- On-line portfolio example of "investigation and evaluation" format:
- Dennis Jacobs – Chemistry. Work with students in difficulty to improve learning outcomes
- <http://kml2.carnegiefoundation.org/gallery/djacobs/>

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EP Sections

...relate directly to faculty roles as educators

1. Educational Philosophy (p45)
2. Curriculum and Coursework
3. Teaching
 - A. Content
 - B. Methods
 - C. Assessing Learners
 - D. Mentoring and Advising Learners
4. Administering Educational Programs
5. Scholarship in the Teaching/Learning Domain (p23)
6. Self-Assessment and Peer Review (p31)
7. Educational Leadership

Crandall Portfolio Example

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Questions so far?

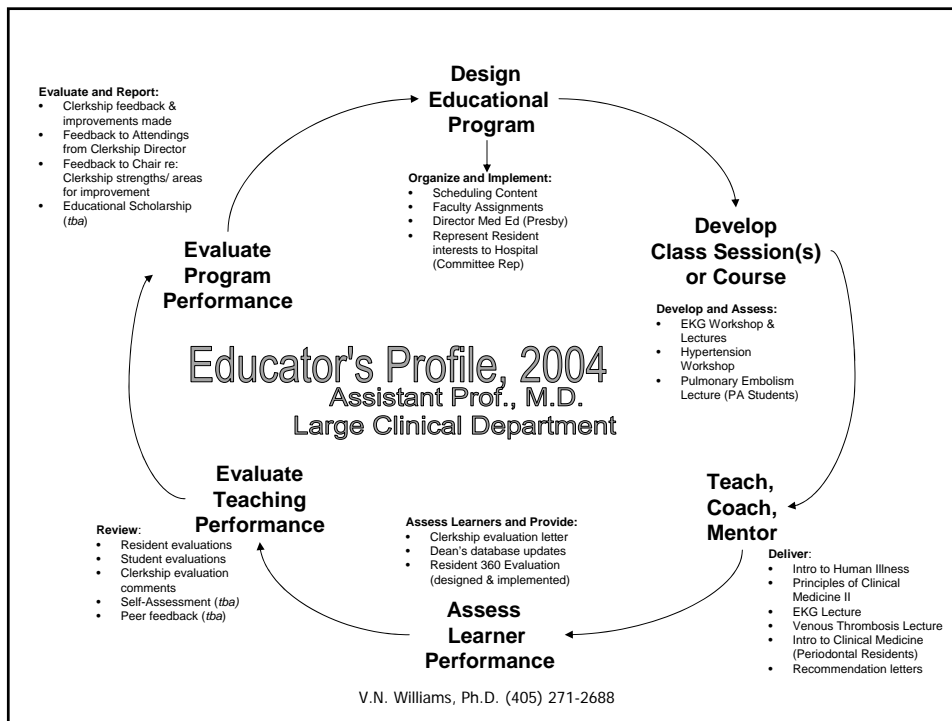
Next:
Creating a "Snapshot" Profile
Creating Portfolio Sections

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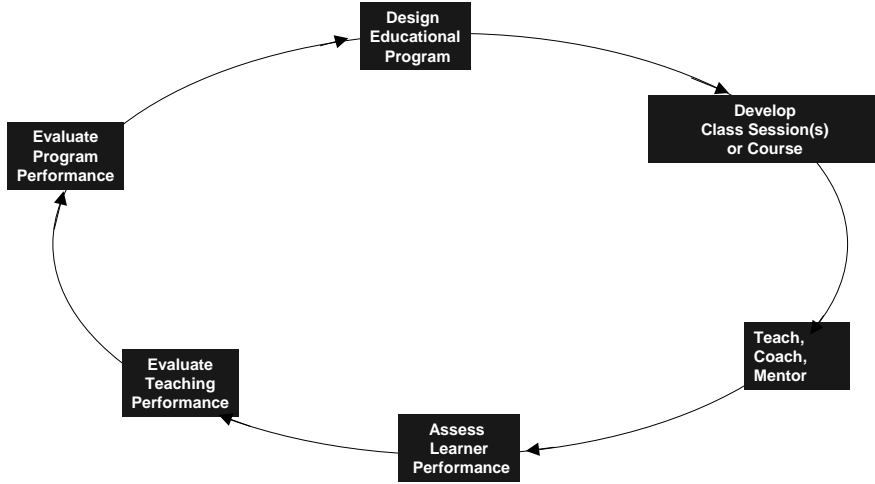
Getting Started: Create an Educators Profile

- A personal educator's profile is a "snapshot" of your teaching role at a point in time.
- Create a snapshot by:
 1. Making notes on the teaching responsibilities circle to highlight your current roles as placeholders for your EP.
 2. Reflecting on your most recent (3) typical teaching encounters. Describe goal/outcome or lessons learned in brief narrative.
 3. Share your snapshot and/or reflections with a peer.

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Snapshot Educator's Profile for:
% FTE invested in Teaching Mission: ____



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Three Reflections Educator's Profile for:

Note the situation & timeframe, experience and reflections or lessons learned for future application and/or peer consultation.

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Questions to Guide Creating Portfolio Sections

Questions that follow may stimulate your thinking about teaching and learning encounters to date. You can also create your own questions or use “unguided” reflection to outline the beginnings of an educator’s portfolio. The portfolio is a tool for systematic collection and reflection on your teaching. Selected material from the portfolio or the entire document may be used for peer review. Consider how you will use the EP to decide what to include in it.

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Educational Philosophy

- Describe your philosophy of education or of teaching and learning.
 - What should the experience of learning entail for students? What should the teaching experience entail for the educator?
- How should the teaching experience evolve for you individually and/or in your work with discipline colleagues as you share course or content responsibility?
- What is the environment for learning/teaching?
- How do you want to contribute to the teaching/learning experience in its evolution and/or stability?

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Curriculum and Coursework

- Note the products of your work through authorship or co-authorship and development or production of learning materials.
- Note the types of learners for whom you have developed educational or assessment materials.
- Include sample letters in this section that speak to your capabilities or competence as an instructor.

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Teaching

- A. Content** (areas of content expertise)
- B. Methods and Instructional Strategies**
(including small and large group instructional methods, team or problem-based learning, computer aided instruction, use of distance technology, use of simulation or case study, and so forth)
- C. Assessing Learners** (novice to expert; pre-professional, residents, fellows, continuing education learners and academic peers both disciplinary and interprofessional)
- D. Mentoring and Advising Learners**

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Teaching: Content and Methods

- What are your skills in delivering instruction to various levels and types of learners?
- What steps are you taking to develop data sources as documentation of your teaching abilities?
- Who will help you with peer review?
- What are your plans regarding content and methods assessment of your teaching by peers and conducting self-analysis of these elements?

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Teaching: Assessing Learners

- What methods will you use to assess learner progress?
- What are your skills and competencies in this area? How do you continue and how have you developed your knowledge to date?
- Who will help you develop assessment tools?
- How will you measure their reliability and validity over time for consistency and precision?

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Teaching: Mentoring and Advising Learners

- What are the formal and informal channels you will use to mentor and advise learners?
- What will you use to document your contributions to student mentoring? What are the outcomes of your mentoring?
- How will you capture the “informal” development of student skills, abilities, and knowledge based on affective goals your college has established (e.g., student commitment to lifelong learning)?

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The Holistic Strategy Reflecting on an Educator’s Experience

[Humanity has survived for over three million years because of its many-sided powers of adaptation. Unlike the rest of the animal kingdom, human beings possess **the power to reflect**, to observe themselves, and to modify their encounters with the world in order to meet their needs. This encounter with the world is called experience. Experience has been the basis of learning from the first human appearance on earth.”

Phil Gang, “Experiential Learning” in *Holistic Education, Principles, Perspectives, and Practices*.

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Administering Educational Programs

- What contributions are you making toward evolving the educational frame?
- What best exemplifies the outcomes achieved with your involvement?
- What are your roles as a team contributor?
- What are your leadership roles in administering educational programs?

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Scholarship in the Teaching/Learning Domain

- What are your contributions toward advancing the discipline or interdisciplinary work through:
 - Regional,
 - National, or
 - International scholarship?
- What questions are you asking about the learning environment, learning methods, learner assessment, the curriculum, or educational leadership?
- Note training grants, publications, invited presentations, and leadership roles in this regard.

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Self-Assessment and Peer Review

- What developmental objectives do you have to improve your skills, knowledge and competence as a teacher?
- Who are your mentors in this area and what are you striving to learn?
- What recognition, honors or awards have you been nominated for and/or received?
- How does your **peer and self-assessment** relate back to the evolution of your educational philosophy, teaching methods, and learner assessment approached and outcomes?
- How do your **student evaluations** relate back to the evolution of your educational philosophy, teaching methods, and learner assessment approached and outcomes?

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Educational Leadership

- What are your goals with regard to the teaching mission and educational leadership?
- What have you achieved during the past year?
- What is your greatest accomplishment as a teacher to date?
- What are your plans with regard to advancement or promotion to more significant opportunities in the teaching leadership domain?

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The EP as an Educator's Resource

- To use a portfolio as a resource for self- and peer- evaluation first align then leverage your goals.
- Next share your triumphs and/or tribulations with section, department or college leaders
 - How do you communicate your accomplishments currently?
 - Never or rarely share these
 - Observation
 - Feed-forward
 - Annual Report (written document)
 - Feedback
 - Evaluation

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Questions & Comments

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Teaching Portfolio Examples

- SJ Crandall Teaching Portfolio, Wake Forest University School of Medicine (Handout).
- Mark A., MD, Educator's Profile, OUHSC College of Medicine (Handout)
- Carnegie Foundation Launches Free Online Tool for Knowledge Sharing
 - <http://www.carnegiefoundation.org/KML/keep/>
- Teaching to the Test
 - <http://www.unl.edu/peerrev/examples/bernstein/index.html> (online teaching portfolio)
- University of Nebraska Peer Review of Teaching project
 - <http://www.unl.edu/peerrev/index.html>
 - <http://www.unl.edu/peerrev/examples.html>

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