

## Creating an Educator's Profile, Portrait and Portfolio

Valerie N. Williams, Ph.D., June 16, 2006

### Worksheet 1: Getting Started

**What is so important** about being a "teacher" that I am willing to invest my expertise, energy and effort in the role(s) of an Academic Health Center (AHC) based educator?

**What is my goal?**

**What are my current objectives?** Based on my expectations, roles and responsibilities I hold, and goals and expectations of the department, college and institution my objectives and tasks as an educator include the following (attach a page if more space is needed):

**What is my quarterly and overall time commitment to teaching?**

Spring \_\_\_\_\_

Summer \_\_\_\_\_

Winter \_\_\_\_\_

Fall \_\_\_\_\_

Overall average \_\_\_\_\_ to \_\_\_\_\_% FTE during \_\_\_\_\_ (year)

## Creating an Educator’s Profile, Portrait and Portfolio

Valerie N. Williams, Ph.D., June 16, 2006

**Information I can use to create an educator’s PROFILE or PORTRAIT and assess how well I am achieving my goal(s) and objectives.** These items can be used to create a **profile** of your work as a teacher or a slightly more detailed **portrait**. A sampling of these items may be sufficient for a profile, and a few more for a portrait. Discuss what would be appropriate with your academic leadership. Use the listed items to create a quick checklist of information on-hand, what you can easily acquire, and information you may need. If you have a written or physical record of the information and can create the item or information, check it as “Have it”.

Potential Content to Include in My “Portfolio”	Have It	Can Get It	Need It
<b>Goals</b> <ul style="list-style-type: none"> <li>• Mine</li> <li>• Department</li> <li>• College</li> <li>• Accrediting body or discipline specific</li> </ul>			
Teaching tasks & activities (to date)			
Environments of my teaching (list)			
Content taught to date including learning objectives (lectures; courses; simulations; cases, and so forth.)			
<b>Instructional methods used</b> <ul style="list-style-type: none"> <li>• Standard</li> <li>• Innovations</li> <li>• Syllabi &amp;/or cases</li> </ul>			
<b>Learner types</b> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Professional (novice)</li> <li>• Professional (advanced)</li> <li>• Graduate</li> <li>• Post-Graduate</li> </ul>			
<b>Learner feedback</b> <ul style="list-style-type: none"> <li>• Course specific</li> <li>• Course completion</li> <li>• Pre-graduation</li> <li>• Post-graduation</li> </ul>			

## Creating an Educator's Profile, Portrait and Portfolio

Valerie N. Williams, Ph.D., June 16, 2006

Potential Content to Include in My "Portfolio"	Have It	Can Get It	Need It
Learner performance <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> <li>• Standardized tests/shelf exams</li> <li>• Objective Standardized Clinical Exams ("OSCEs" or equivalent)</li> <li>• National /certifying exams</li> </ul>			
Peer feedback			
Peer coaching			
Lessons learned (post teaching reflections/improvements based on evidence in the literature, from research, or peer / expert review)			
Educational scholarship			
Goals attained, benchmarks noted; written feedback provided			
Awards & Recognition			
Educational leadership roles <ul style="list-style-type: none"> <li>• Course design</li> <li>• Course coordination</li> <li>• Course evaluation (of others)</li> <li>• Curriculum oversight</li> <li>• Program development</li> <li>• Program oversight</li> <li>• Program evaluation</li> <li>• Regional educational leadership</li> <li>• National educational leadership</li> <li>• International educational leadership</li> </ul>			
Continuing professional development as an educator <ul style="list-style-type: none"> <li>• Self-study</li> <li>• Courses taken</li> <li>• Acknowledgements received</li> <li>• Credentials received</li> </ul>			

You are welcome to schedule an appointment to discuss creating a personal educator's profile, portrait or portfolio. Contact the Office of the Associate Vice Provost for Faculty Development and Interdisciplinary Programs  
405-271-8001, x-48402 (Laura Fentem).