Teaching and Evaluation Portfolio Template

(Rev. 11.20.11)

**Structured Summary:** Write your structured summary so that it concisely portrays the quality, quantity and breadth of your contribution in the given category. Your structured summary should not exceed four pages.

**Name:**Last, First, Middle Initial

**Title:**Professor, Assistant Dean, etc.

**Department:**Anatomy, Family Medicine, etc.

**Section I: Match to Standard-Setting Example(s)**

In SECTION 1.1, below, identify the standard-setting examples (which are found on the introductory page of material of this category) that most closely mirror your work in teaching and evaluation and are included in your mini-portfolio. In SECTION 1.2, ***briefly*** identify major similarities and differences in the type of teaching and evaluation between your mini-portfolio and the example(s).

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| **SECTION 1.1** |
| [Example 1:](https://www.aacom.org/docs/default-source/med-ed-presentations/teaching-ex1.pdf?sfvrsn=31a56097_2) Faculty member or possessing a terminal degree in a basic science department who actively participates in both medical school and graduate school courses  [Example 2:](https://www.aacom.org/docs/default-source/med-ed-presentations/teaching-ex2.pdf?sfvrsn=33a56097_2) Physician in a clinical department who teaches both students and residents in lecture, small groups, and at the bedside  [Example 3](https://www.aacom.org/docs/default-source/med-ed-presentations/teaching-ex3.pdf?sfvrsn=ea56097_2): Experienced faculty member in a basic science department who teaches almost entirely in the graduate school  [Example 4](https://www.aacom.org/docs/default-source/med-ed-presentations/teaching-ex450194f43514d6e069d49ff00008852d2.pdf?sfvrsn=30a56097_4): Physician in a clinical department who primarily works with learners in a clinical setting  [Example 5](https://www.aacom.org/docs/default-source/med-ed-presentations/teaching-ex5.pdf?sfvrsn=8e542197_2): Physician in a clinical department who primarily works with residents in a clinical setting |
| **SECTION 1.2** |
| e.g., Like the standard setting example, I…; Unlike the example, however, I do more of…; and less of… |

**Section II: Personal Statement**

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| *Personal Goals* | e.g., Bullet points from personal statement. |
| *Personal Preparation* |  |
| *Personal Reflection/Process for Improvement* |  |

**Section III: Descriptions of Quantity and Evidence of Quality**

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| **Descriptions of Quantity** | | **Evidence of Quality** |
| ***Descriptive label of sub-category*** | | |
| **Year(s)** | Description of specific activity with reference to numbers appropriate to category (model language after best-matched standard-setting example). Include estimates and descriptions of preparation time consistent with the example(s). | Summaries of evidence of quality with information about interpretation of the evidence. (Include documentation in appendices with clear references here—e.g., see Appendix A.) |
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| ***Descriptive label of another sub-category, as needed*** | | |
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| ***Descriptive label of another sub-category, as needed*** | | |
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| ***Descriptive label of another sub-category, as needed*** | | |
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| **Discussion of Breadth** | | |
| Brief description of how you believe your activities represent breadth appropriate to category. | | |

**Section IV: Personal Statement**

Include your personal statement below. The personal statement is the place for you to emphasize your goals, preparation (past and ongoing), and how you use feedback (from learners and peers) to improve. It should not exceed two pages.

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| Insert Personal Statement here |

**Section V: Appendices/Documentation**

* Organize supporting documents into clearly labeled appendices, using the standard-setting examples as a model. This section should not exceed 25 pages.
* Information included here is to document/support information clearly stated in the structure summary.
* Do not include more than six solicited letters from learners, peers, or administrators.
* If included, summarize numeric learner evaluations into tables and list only samples of illustrative written comments. Do not include copies of individual rating forms.
* Be sure to make clear reference to the documentation on your summary page by number or name (e.g., “See table of learner evaluations in Appendix A”; “See test score summary in Appendix B”).
* The documentation you provide will enable the peer review panel to “audit” the quality information you include on your structured summary.