**GUIDE FOR DOCUMENTATION OF TEACHING**

The P&T Committee will review contributions in five domains of teaching: **instruction, curriculum development, learner assessment, mentoring/advising, and educational leadership/administration**. Please note administrative/leadership responsibilities for an educational program (e.g. Clinical Skills Director, phase coordinator, clerkship director, and residency program director) will be documented in the Teaching Domain as Educational Leadership/Administration, not in the Administrative Domain.

1. **STATEMENT OF PHILOSOPHY OF TEACHING**

In 1-2 pages, describe your approach to education and the principles that underlie your teaching. For example, you might include your personal theory of learning, characteristics of a good teacher, a description of your development as an educator over time, your educational goals, perspective on roles and responsibilities of students and teachers, self-assessment of success, areas needing improvement, plans for improvement, etc. You may illustrate with examples from your own teaching.

1. **EDUCATIONAL CONTRIBUTIONS**

The role of an educator can be structured around five domains: teaching, curriculum development, learner assessment, advising/mentoring, and educational leadership and administration. The tables and examples provide some guidance, but you are free to provide information related to your instructional responsibilities, dates, experiences with various instructional methods, etc. in another form if the examples provided do not reflect your activities.

1. **INSTRUCTIONAL RESPONSIBILITIES**
2. **Medical Student, Resident and Graduate Teaching**

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| --- | --- | --- | --- | --- | --- |
| **Course/Topic** | **Activity Format/ Description/Content** | **Contact Time (Hours per Year)** | **Years** | **Learners/ Number/ year** | **Institution/ Comments** |
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1. **Describe the experiences you have had with various instructional methods. Examples might include but are not limited to lectures/resource sessions, PBL, TBL, bedside/teaching rounds.**
2. **CURRICULUM DEVELOPMENT**

**Course materials (syllabi, reading, handouts, monographs, web based materials etc.) developed by the candidate. Indicate how these materials were used in the course. Some items can be further described by writing them up on the “Curriculum Development Template”.**

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| --- | --- | --- | --- | --- |
| **Item** | **Course** | **Dates** | **Description** | **Role** |
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1. **LEARNER ASSESSMENT**

**Identify the methods in which you have engaged related to assessing learners**

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| --- | --- | --- | --- | --- |
|  | **Course** | **Frequency/** | **Learners** | **Role** |
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1. **ADVISING/MENTORING**
2. **Graduate Students:** List the name of each student for whom you served as an advisor or faculty mentor. Indicate the students for whom you served as chair of a practicum, thesis or dissertation committee. Provide the name of the student, the degree earned, the field of study, name of department and institution and the date.

|  | **Name** | **Dates** | **Degree/**  **Field of Study** | **Department/ Institution** | **Comments (Thesis/Dissertation Title)** |
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1. **Medical Students:** List name of each medical student and dates for which you served as an advisor or faculty mentor, and name of the program (e.g. Summer Scholars, Academic Advisor).

|  | **Name** | **Dates** | **Program** | **Department/ Institution** | **Comments (Thesis, paper titles, etc.)** |
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1. **Postdoctoral fellow, research associates, residents:** List name of individuals for whom you served as an advisor or mentor and dates for which you served, and name of the program (e.g. Summer Scholars, Academic Advisor).

|  | **Name** | **Dates** | **Program** | **Department/ Institution** | **Comments** |
| --- | --- | --- | --- | --- | --- |
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1. **Educational Leadership and Administration**

**List phase/course, clerkships, graduate programs, residency programs, etc. that you have directed, include the dates and any accomplishments, innovations achieved. Accomplishments may be documented in more detail on Educational Innovation form**

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| --- | --- | --- | --- |
| **Dates** | **Name/Title of Activity** | **Department/Division** | **Accomplishments/Innovations** |
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1. **PROFESSIONAL DEVELOPMENT**

**Describe participation in courses, workshops, fellowships, or self-instructional activities, etc. undertaken to advance the education/teaching dimension of career development.**

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| --- | --- | --- | --- | --- |
|  | **Course/ Activity/Description** | **Dates** | **Location** | **# of hours** |
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1. **EVALUATION OF TEACHING**

Undergraduates, graduate students, medical students, house officers, fellows, or continuing medical education participants are considered students.

* For all evaluations include:  Type of learner, number of learners, years that evaluations were completed. If individual evaluations, please summarize.
* The documentation should include SUMMARIES of all teaching evaluations (including numerical evaluations as well as learner comments) since the last appointment or promotion, pertaining to the learner groups.
* Be certain to mention the standards used, e.g., “scale of 1 to 5, with 5 being outstanding.”
* Typical examples include: (if applicable)
  + - Undergraduate/graduate education: summary of all resource evaluations
    - MS-I and MS-II medical students: tutor evaluations
    - MS-III and MS-IV medical students: clerkship and elective evaluations, yearly summary sheets (available on-line) with summary of comments
    - Attendings: summary sheets of evaluations with summary of comments
    - Fellows: summaries of evaluations
    - CME (Peer education): summary evaluations of lectures or workshops
    - Graduate Students or lab teaching: Individual student feedback may be selectively included if relevant to a major mentoring activity.