

Educator Evaluation Guidelines - RTA

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Table 1. Criteria for Educator Evaluation in **Six Domains**[@]

Evaluation Items	Indicators of Quality	Examples of Excellent Performance
#1a & 1b. TEACHING	<i>Excellent teaching uses a variety of interactive methods to enliven the transfer of knowledge, skills and attitudes to a learner. Well targeted teaching is guided by educational objectives that define expected learner outcomes, and is adapted to the needs and capabilities of learners.</i>	
1. Learner numbers*	<ul style="list-style-type: none"> ➤ Evaluation depends on educator role and on institutional expectations 	Expectations vary with role: e.g., intensive teaching of fewer learners may be as highly valued as classroom interactions with larger numbers
2. Teaching hours*	<ul style="list-style-type: none"> ➤ Varies with educator role and institutional expectations ➤ May include both preparation and teaching time 	Higher teaching hours per year compared to similar peers
3. Matching teaching strategies to educational objectives	<ul style="list-style-type: none"> ➤ Teaching strategy is selected to promote achievement of learning objectives ➤ Combines methods suited to varied learning styles and settings ➤ Promotes self-directed, active and experiential learning methods 	<ul style="list-style-type: none"> • Preceptor who creatively engages students in experiential learning with patients to meet curricular objectives • Preceptor who facilitates experiential learning with patients to meet curricular objectives • Lecturer who incorporates peer teaching and learning, problem solving exercises to supplement didactic curriculum • Educator who engages learners in challenging self directed EBM learning that includes evaluation, interpretation, and applying information from articles
4. Teaching ratings by learners* <i>(if allowed by institution)</i>	<ul style="list-style-type: none"> ➤ Evaluations by learners report enthusiasm, content expertise, ability to organize information to facilitate learning, and interest in the learner 	Educator whose: <ul style="list-style-type: none"> • Evaluations by learners are in top 5% of evaluations of all faculty over past 3 yr • Peer ratings from national workshops are consistently high relative to other presentations given in that venue
5. Teaching evaluations by peers and experts*	<ul style="list-style-type: none"> ➤ Evaluations by peers report clarity and up-to-date content ➤ If available, evaluations by education experts who observe adherence to educational principles that promote learning and innovation in teaching strategies 	Educator provides letters of support that document: <ul style="list-style-type: none"> • Lectures are up-to-date and include stimulating, cutting-edge topics • Direct observation of teaching sessions demonstrate a lively and challenging learning environment for students
6. Teaching awards or honors	<ul style="list-style-type: none"> ➤ Teaching awards and honors should be weighted based on criteria described for award ➤ Honors such as selection for a prestigious group of educators ➤ Impact of awards can be measured geographically (hierarchy: national/international > regional > local) 	Educator who: <ul style="list-style-type: none"> • Is elected by residents for annual teaching award • Competes successfully for inclusion in a institutional master teaching academy • Wins the teaching award of a professional organization
7. Teaching impact*	<ul style="list-style-type: none"> ➤ Learner comments on interactions as inspirational and transformative ➤ Geographic impact: (hierarchy: national/international > regional > local) 	<ul style="list-style-type: none"> • Clinician educators whom students and residents identify as stellar instructors and role models • Educator who works to develop other faculty who teach across the institution • Presenters of influential workshops to national audience with broad reach
1b: Development of Enduring Educational Materials – apply criteria above, notably #3-7		

Evaluation Items	Indicators of Quality	Examples of Excellent Performance
#1c EDUCATIONAL PROFESSIONAL DEVELOPMENT:	<i>A scholarly approach to education requires application of sound principles, systematic planning, and use of "best practices" from the literature or recognized experts. A scholarly educator engages in reflective practice, using feedback and evaluation data to improve his/her work.</i>	
	➤ See Table 2 – Evaluation Items 22-25	
#2. MENTORING AND ADVISING	<i>A mentor is a powerful role model who guides a mentee in short and long term planning that supports and promotes the career of the mentee. He/she advises on career trajectory and personal development, and facilitates engagement with professional networks. In contrast, an advisor typically guides learners in professional decision making over a shorter period of time.</i>	
8. Mentee or advisee number*	Varies with role, seniority, and institutional expectations.	Expectations vary with role (level of learners) and seniority
9. Quality of mentoring or advising	<ul style="list-style-type: none"> ➤ Mentoring statement reflects careful thought and commitment ➤ Mentees' or advisees' letters demonstrate high quality guidance ➤ Receipt of a mentoring award 	<ul style="list-style-type: none"> • An advisor for students in difficulty whose advisees' letters describe a transformative influence on them • A mentor whose former mentees describe powerful and sustained role-modeling
10. Mentoring impact on mentees*	<ul style="list-style-type: none"> ➤ Mentees show high levels of sustained scholarly productivity (publications and presentations) ➤ Mentees compete successfully for grants ➤ Mentees show evidence of professional advancement ➤ Mentees receive teaching awards 	<ul style="list-style-type: none"> • Professor who develops a teaching skills elective for interns, and in a follow-up study documents a 30% improvement in student evaluations of senior resident teaching • Assistant professor who mentors residents in a research track, and doubles the number of resident abstracts accepted at national meetings • Senior professor with 20 former mentees, 90% of whom have become grant-funded investigators
#3. ASSESSMENT OF LEARNERS	<i>Learner assessment is both formative and summative. Teachers who are learner-centered use formative assessment to measure a learner's needs before and during a teaching intervention, and adjust their teaching accordingly. Summative assessment should be based on clear criteria and valid content. Its methods should have proven reliability, including a sufficient sampling of learner behaviors to allow reliable individual assessment.</i>	
11. Quantity of learner assessment activities and roles	Assessment roles, listed in order of effort required: <ul style="list-style-type: none"> ➤ Development of customized, objective-based assessment methods (OSCE) ➤ Implementation of an assessment method or tool ➤ Analysis and synthesis of assessment data 	Educator who: <ul style="list-style-type: none"> • Consistently provides residents and/or rotation students with timely and constructive feedback • Uses learner assessment data over 4 years of a course to identify gaps in the curriculum • Develops and conducts sound learner assessments in multiple courses/settings
12. Quality of learner assessments	<ul style="list-style-type: none"> ➤ Assessment methods should be valid and matched to the learning objectives ➤ Assessment methods should be comprehensive (e.g., measure skills, attitudes, behaviors as well as knowledge) ➤ Assessment should sample enough of a learner's performance to be reliable ➤ Learner assessment should be aimed at the highest level of Miller's triangle that is suitable for teaching content and context. [Hierarchy: "Knows" (lowest level), "Knows how," "Shows how," "Does" (highest level)] 	Educator who assesses learners across Miller's triangle: <ul style="list-style-type: none"> • Knows: Tests students' knowledge of biochemistry using an objective-based written exam • Knows how: Develops an clinical examination using observation to evaluate students' end-of-rotation diagnostic skills • Shows how: Observes a resident teaching rotation students to perform an orthopedic exam • Does: Evaluates rotation students' disease prevention and management by sampling charts to document their practice

Evaluation Items	Indicators of Quality	Examples of Excellent Performance
13. Impact of learner assessments	<ul style="list-style-type: none"> ➤ Number of learners affected ➤ Importance of assessment to the program or institution ➤ Geographic impact: (hierarchy: national/international > regional > local) 	Educator who: <ul style="list-style-type: none"> • Teaches other faculty sound learner assessment methods • Develops learner assessment methods that led to significant curricular change in institution • Writes questions for a National Board Examination • Creates an innovative capstone exam or OSCE format that is adopted by other programs nationally
#4. EVIDENCE OF EDUCATIONAL SCHOLARSHIP		
14. Productivity in publications and presentations*		
<ul style="list-style-type: none"> • Peer reviewed publications 	<ul style="list-style-type: none"> ➤ Prominent placement in author list (first, second or last author) ➤ High impact journals journal impact factor and/or frequent citations ➤ Peer-reviewed electronic publications on MedEdPORTAL or other educational libraries§ 	<ul style="list-style-type: none"> • Educator or educational leader who publishes articles on a new curriculum and its impact on student performance (Domain 5, 6) • Clinician educator who publishes or otherwise disseminates novel assessment tools that are used by peers (Domains 3, 6) • Professor who measures, interprets, and writes articles about the effects of mentoring on students' or residents' developing communication skills (Domain 2)
<ul style="list-style-type: none"> • Peer reviewed or invited presentations and workshops 	<ul style="list-style-type: none"> ➤ Presentation Mode (hierarchy: workshop > platform presentation > poster) ➤ Geographic impact: (hierarchy: national/international > regional > local) 	Educator who: <ul style="list-style-type: none"> • Regularly submits successful abstracts for presentations at national meetings on educational research (any domain) • Is frequently invited to give skills-development workshops at other institutions (Domain 1) • Contributes web-based cases to a peer reviewed national repository for veterinary or undergraduate students (Domain 1b) • Gives keynote presentations at national educational meetings (Domain 1,2,3,5,6)
<ul style="list-style-type: none"> • Peer reviewed books and chapters 	<ul style="list-style-type: none"> ➤ Peer review ➤ Hierarchy of roles: book author > book editor > chapter author ➤ Evidence of book's importance/impact 	Educator who: <ul style="list-style-type: none"> • Writes books or chapters that are widely cited and used in teaching programs (Domain 1, 3, 5) • Writes a definitive review of an emerging educational topic for a conference proceedings (any domain) • Edits a book containing authoritative articles on educational theory and practice
<ul style="list-style-type: none"> • Non-peer-reviewed publications or presentations 	<ul style="list-style-type: none"> ➤ Prominent placement in author list ➤ Presentation Mode (hierarchy: workshop > platform presentation > poster) ➤ Geographic impact: (hierarchy: national/international > regional > local) ➤ Electronic publications that make excellent use of technology (e.g., customization via menus and branching formats, just-in-time information generated dynamically) 	Educator who: <ul style="list-style-type: none"> • Writes a white paper on faculty development needs of community faculty, based on national survey of educators (Domain 1a, 5) • Contributes to national guidelines for implementation of duty hour rules (Domain 5, 6) • Contributes to the development of a frequently accessed online curriculum resource (Domain 1b, 3)

Evaluation Items	Indicators of Quality	Examples of Excellent Performance
<ul style="list-style-type: none"> Educational product dissemination 	<ul style="list-style-type: none"> Evidence of wide use by other programs/institutions Website with evidence of high use Geographic impact: (hierarchy: national/international > regional > local) 	Educator who: <ul style="list-style-type: none"> Distributes teaching modules at national workshops and tracks use by other programs (Domain 1a, 1b) Documents use of her assessment methods and tools at other institutions (Domain 3)
15. Educational Grants*		
<ul style="list-style-type: none"> Educator's role 	<ul style="list-style-type: none"> Leadership role (PI or co-PI) Major contributor role 	<ul style="list-style-type: none"> Leads a successful effort to acquire an NSF grant that supports at risk students in undergraduate STEM studies Extramurally funded program director who builds new curriculum and evaluates learner and program outcomes (Domains 3, 5) Educator who makes major contributions to a grant to develop an alternative curriculum across institutional training levels (Domains 3, 5)
<ul style="list-style-type: none"> Project impact 	<ul style="list-style-type: none"> Number and size of grants Prestige of grants Geographic impact: (hierarchy: national/international > regional > local) 	Educator who: <ul style="list-style-type: none"> Builds models for simulation training with grant support to address a major institutional need (Domains 1, 2) Obtains a grant from a national professional society to survey a large sample of faculty on their access to career mentoring (Domain 1c, 6) Leads a funded project to create a nationally used curriculum in an evolving discipline (Domain 5, 6)
#5. CURRICULUM DEVELOPMENT	<i>An evidence-based curriculum uses up-to-date content and best-practice methods. It is systematically planned with specific educational objectives, around which it integrates teaching and evaluation activities.</i>	
16. Curriculum development role*	<ul style="list-style-type: none"> Number and scope of curriculum development projects completed Curriculum development leader (higher level of effort and responsibility than contributor) Contributor to a significant component of a large-scale curriculum 	Educator who: <ul style="list-style-type: none"> Develops online modules to teach residents how to conduct quality improvement projects Plans core competency seminar series for a fellowship Leads development of a new behavioral science curriculum for professional or undergraduate STEM students
17. Curriculum quality	All essential elements of a curriculum should be present: <ul style="list-style-type: none"> <i>Educational goals</i> that are appropriate in scope for learners and setting <i>Educational objectives</i> that are specific, measurable, and evaluable. <i>Learner Needs Assessment</i> guides choice of content and methods <i>Methods</i>: Curriculum includes learner-centered teaching and objective-based assessment <i>Learner assessment and feedback</i> uses valid, reliable, and feasible methods <i>Curriculum evaluation</i> is based on learner outcomes and evaluations of faculty teaching 	Educator who: <ul style="list-style-type: none"> Documents how new curriculum or program meets evidence-based standards Evaluates a curriculum for feasibility by measures of operational efficiency, resource use, time expended, and costs Demonstrates continuous quality improvement of a lecture series through interpretation of learner evaluations, test scores, peer ratings of instructors, and fidelity of lectures to course objectives

Evaluation Items	Indicators of Quality	Examples of Excellent Performance
18. Curricular impact*	Curriculum: <ul style="list-style-type: none"> ➤ has been successfully implemented and evaluated ➤ includes a substantial number of learners ➤ has demonstrated geographic impact through dissemination (hierarchy: national/international > regional > local) ➤ has demonstrated impact on learner behavior and outcomes 	Educator who: <ul style="list-style-type: none"> • Develops a quality improvement curriculum for residents that produces projects which improve patient outcomes • Revises curriculum for a program that successfully meets newly published accreditation standards • Develops a large national faculty development program that maintains recruitment goals and graduates 85% of scholars
#6. EDUCATIONAL LEADERSHIP AND ADMINISTRATION	<i>Educational leaders articulate a clear vision of their programs and motivate faculty and staff to meet ambitious goals. They secure adequate resources, select and manage personnel, direct logistics, and evaluate and improve the quality of the educational program.</i>	
19. Leadership and administrative roles	Roles earn credit based on extent or effort: <ul style="list-style-type: none"> ➤ number of leadership/membership roles ➤ degree and duration of effort ➤ importance to the department, institution, or professional organization 	Educator who: <ul style="list-style-type: none"> • Attends and accepts responsible assignments on important institutional committees • Has moderated multiple sessions at national or international meetings • Chairs the admissions committee or curriculum committee and documents one or more high impact outcomes. • Serves as editor responsible for educational components of a journal
20. Quality of program leadership or administrative contributions*	<ul style="list-style-type: none"> ➤ Committees led have met important needs of the department, institution, or professional organization ➤ Committees have gained support and effort from most members ➤ Active membership on important committees of the department, institution, or professional organization ➤ Demonstrated high level of performance in committee roles 	Educator who: <ul style="list-style-type: none"> • Builds a program by recruiting and supporting successful faculty to meet program goals • Directs a fellowship program that has met recruitment goals and won sustained continuous external funding • Leads school or program through a successful accreditation site visit
21. Impact of leadership and administrative roles	Impact can be measured: <ul style="list-style-type: none"> ➤ by evidence of an institutional need that has been met geographically (local vs. regional vs. national/international) ➤ by number of learners affected by the program ➤ by evidence of dissemination of program models 	Educator who: <ul style="list-style-type: none"> • Manages an annual CE course that consistently meets attendance targets and brings in profits • Serves as director of a program that attracts many students or residents to the college and/or department • Develops a new national faculty development program for educators that serves as a national model

@ Items in column 1 were originally published in: Baldwin CD, Chandran L, Gusic ME. Guidelines for Evaluating the Educational Performance of Medical School Faculty: Priming a National Conversation. Table 1. **Teaching and Learning in Medicine**, 23:3, 285-297, 2011.

* Items suitable for quantitative evaluation



Teaching Academy
Consortium of West Region CVM

<http://www.teachingacademy.westregioncvm.org/>

Table 2. Criteria for Scholarly Approach[@]

Note: These components (as well as the criteria above for Educational Scholarship) can be applied to any of the domains of educational activity Domains are: 1a) Teaching, 1b) Development of Enduring Educational Materials, 2) Mentoring and Advising, 3) Learner Assessment, 4) Educational scholarship, 5) 3) Curriculum Development, and (6) Educational Leadership and Administration

Evaluation Items	Indicators of Quality	Examples of Excellent Performance in Domains of Educational Activity
<p>All domains, including #1c.</p> <p>SCHOLARLY APPROACH TO EDUCATION</p>	<p><i>A scholarly approach to education requires application of sound principles, systematic planning, and use of "best practices" from the literature or recognized experts. A scholarly educator engages in reflective practice, using feedback and evaluation data to improve his/her work. Qualitative evaluation is optimal for this area of activity.</i></p>	
<p>22. Professional development</p>	<p>Participation in one of the following, hierarchically arranged from most to least credit:</p> <ul style="list-style-type: none"> ➤ Educational degree-granting program, e.g. PhD, EdD, MEd, in Education ➤ Major educational professional development program† of 1 year or more duration ➤ Educational conference devoted to education (>1 day) ➤ Educational workshop (< 1day) 	<ul style="list-style-type: none"> • Educator who organizes a systematic curriculum for building her educational skills at professional meetings (any domain) • A faculty member who arranges to co-teach workshops with a variety of senior faculty to develop his presentation skills (Domain 1) • An educational administrator who attends a nationally respects program for educator development (Domain 6)
<p>23. Evidence that efforts to learn/improve translate into action</p>	<ul style="list-style-type: none"> ➤ The educator transforms his/her own professional development activities into action – i.e. into experiments and/or change in their teaching. ➤ The educator assesses outcomes of educational experiments/innovations ➤ If applicable: the educator transforms his/her own professional development activities into action in other domains – e.g. assessment, curriculum/program development, educational leadership, etc. 	<ul style="list-style-type: none"> • Following a Team Based Learning (TBL) workshop, faculty member incorporates TBL into his/her course • Faculty member assesses a new teaching practice and uses data to modify his/her practices further • Clinical educator modifies rotation in response to published research on best practices in clinical teaching and/or feedback • Educator initiates new program or helps lead curricular revision.
<p>24. Evidence of reflective educational practice</p>	<ul style="list-style-type: none"> ➤ Narrative comments from educator about strategies to improve practice ➤ Analysis of data from program evaluations leads to improvement over time 	<ul style="list-style-type: none"> • Course director who uses evaluative input from multiple sources to improve the course each year (Domains 1, 5) • Mentor who modifies mentoring methods based on a careful assessment of mentees' outcomes and feedback (Domain 2) • An educator who collates lessons learned from his submissions of journal articles and shares these with colleagues or advisees (Domain 1, 2)
<p>25. Use of accepted models and application of a structured and rigorous approach to educational planning**</p>	<ul style="list-style-type: none"> ➤ Systematic planning of educational activities, e.g. around learning objectives ➤ Rigorous evaluation of teaching and curriculum ➤ Well conceptualized educational research ➤ Application of Glassick's Criteria to educational planning and evaluation: <ul style="list-style-type: none"> ○ Clear goals ○ Adequate preparation ○ Appropriate methods ○ Significant results ○ Effective communications ○ Reflective critique 	<ul style="list-style-type: none"> • Residency program director who consults with assessment experts to improve evaluation tools (Domains 1, 2, 3, 5) • Course director who reviews the literature each year to update information and guide development of improved teaching methods (Domain 1, 5, 6) • Educator who effectively uses educational models and frameworks in project planning and evaluation (Domains 3, 5)

@ Items in column 1 were originally published in: Baldwin CD, Chandran L, Gusic ME. Guidelines for Evaluating the Educational Performance of Medical School Faculty: Priming a National Conversation. Table 2. **Teaching and Learning in Medicine**, 23:3, 285-297, 2011.

* Items amenable to quantitative evaluation, completely or in part.

** Frequently used "best practice" models include:

Glassick's criteria for educational planning and evaluation or research: Glassick CE. Boyer's expanded definition of scholarship, the standards for assessing scholarship and the elusiveness of the scholarship of teaching. *Acad Med*. 2000;75:877-880

Miller's model for learner assessment: Miller, GE. The assessment of clinical skills/competency/performance. *Acad Med*. 1990; 65(9): S63-67

GNOME model for curriculum development: Roberts, KB, DeWitt TG, Goldberg RL et al. A Program to Develop Residents as Teachers. *Arch Pediatr Adolesc Med*. 1994; 148(4):405-410

Kern's model for curriculum development: Kern, DE, Thomas, PA, Hughes, MT. Curriculum Development for Medical Education: A Six-Step Approach, 2nd Edition. Baltimore, MD: Johns Hopkins University Press, 2009

Kirkpatrick's model for program evaluation: Kirkpatrick DL. Evaluating Training Programs. San Francisco, CA: Berrett-Koehler Publishers, 1994

† Three well known multidisciplinary professional development programs for educators are the Harvard Macy Program for Educators in the Health Professions, the Stanford Faculty Development Program, and the Michigan State University Primary Care Faculty Development Fellowship Program. Many other programs for specific disciplines exist. Completion of an intramural medical educator fellowship program may represent a similar commitment of time and effort.

§ MedEdPortal is a national peer reviewed repository of educational products developed and maintained by the Association of American Medical Colleges (accessible at www.aamc.org/mededportal). Other similar resources include the Family Medicine Digital Resources Library (FMDRL) and Health Education and Assets Library (HEAL).

- Simpson D, Fincher RM, Hafler JP, Irby DM, Richards BF, Rosenfeld GC, Viggiano TR. Advancing educators and education by defining the components and evidence associated with educational scholarship. *Med Educ*. 2007;41:1002-1009. <http://www.ncbi.nlm.nih.gov/pubmed/17822412>
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- Baldwin C, Chandran L, Gusic M. Educator evaluation guidelines. *MedEdPORTAL Publications*. 2012;8:9072. http://dx.doi.org/10.15766/mep_2374-8265.9072
- Gusic M, Amiel J, Baldwin C, et al. Using the AAMC toolbox for evaluating educators: you be the judge!. *MedEdPORTAL Publications*. 2013;9:9313. http://dx.doi.org/10.15766/mep_2374-8265.9313



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