

Educator Domains, Competencies and Metrics



JOHNS HOPKINS
MEDICINE

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Bold font denotes Department Directors

Benefits of Educator Competencies & Evaluation Metrics

JHUSOM Stakeholder	Benefit/Use of Competency Framework
Faculty	<ul style="list-style-type: none">Professional development guide wherein a faculty member identifies domains of interest and pursues appropriate faculty development opportunities and training
Mentors Division/Department Directors	<ul style="list-style-type: none">Provides targeted guidance on career pathwayAdvises on career advancement and readiness for promotion
Faculty Development	<ul style="list-style-type: none">Guides investments in faculty development resourcesFocuses programming to ensure faculty are up-to-date with best practices in teaching, mentoring, coaching and advising, curriculum and program development and assessment and evaluation methods
Educational Leadership	<ul style="list-style-type: none">Supports workforce development efforts through the definition of educator roles and job descriptions for recruitment
Promotions Committees	<ul style="list-style-type: none">Supports consistent, fair and transparent performance and promotion expectations
Macro level - Accrediting bodies, learners, public, biomedical education	<ul style="list-style-type: none">Quality assuranceEnsures the institution is in compliance with national requirements for faculty trainingGuides improvements and innovations in biomedical education

Domains Used to Evaluate Educators

1. Teaching and Facilitating Learning
2. Program and Curriculum Development
3. Mentoring/Coaching/Advising
4. Assessment and Evaluation
5. Educational Leadership
6. Educational Scholarship



Detailed metrics for all 6 domains are included as an appendix to this presentation

Domain 1: Teaching and Facilitating Learning

Sub-domains	Competencies
Preparation	<ul style="list-style-type: none">• Uses a thoughtful approach to teaching and learning based on theory and evidence• Considers the teaching setting and the learners• Plans sessions that integrate with the larger curriculum/program• Creates appropriate Learning Objectives that are aligned to desired Learning Outcomes• Is aware of educational resources in the subject domain• Has an appropriate level of expertise in the material being taught
Learning Environment	<ul style="list-style-type: none">• Creates and maintains an effective environment• Promotes a safe, respectful, and diverse learning environment• Understands the impact of bias and actively supports equity and inclusion• Communicates clear expectations and goals• Provides regular, effective feedback• When possible, adapts the physical environment to maximize learning
Delivery/Execution of Teaching	<ul style="list-style-type: none">• Communicates educational content accurately• Effectively engages and inspires learners, and promotes curiosity• Is adaptable and flexible to meet the needs of learners• Uses appropriate teaching and learning methods to support retention and application of knowledge/attitudes/skills• Use technology effectively to enhance learning• Promotes lifelong learning• Makes content relevant and supports critical thinking in learners
Reflection	<ul style="list-style-type: none">• <u>Self</u>: Reflects, reviews feedback, and takes action to improve one's own teaching• <u>Others</u>: Encourages learners to reflect and promotes self-directed, lifelong learning

Metrics: Teaching and Facilitating Learning

Description	National Recognition*	National Leadership	International Recognition
<p>Educators engage learners in a variety of contexts, guiding them in the development and acquisition of knowledge, skills, behaviors and/or attitudes.</p> <p>Expert educators demonstrate a scholarly approach to teaching and learning by using systematic, evidence-based approaches grounded in learning principles and improve/innovate teaching methods.</p>	<ul style="list-style-type: none"> Invited to teach at a national institution or meeting Received national teaching award or other recognition Participated in teaching effort at a national workshop or seminar Teaching evaluations from national program may be considered <p><i>* Local and regional teaching awards and teaching evaluations may be considered for promotion to Associate Professor</i></p>	<ul style="list-style-type: none"> Developed and disseminated a teaching method/technique with national impact Disseminated scholarly products on teaching and facilitating learning Program chair or leader for national teaching conference/initiative Led teaching effort at a national workshop or seminar 	<ul style="list-style-type: none"> Developed and disseminated a teaching method/technique with international impact Invited to teach at an international institution or meeting Teaching evaluations from international program may be considered Received international teaching award or other recognition Disseminated scholarly products on teaching and facilitating learning internationally

Domain 2: Program and Curriculum Development

Sub-domains	Competencies
Problem Identification, General and Targeted Needs Assessment	<ul style="list-style-type: none"> • Articulates problem(s) being addressed and its importance • Identifies current approaches to addressing problem(s) • Identifies gap between current and ideal approaches that program/curriculum addresses • Assesses needs of targeted learners • Assesses resources, stakeholders, characteristics and needs of targeted learning environment(s)
Goals and Objectives	<ul style="list-style-type: none"> • Articulates broad goal(s) for program/curriculum • Defines specific, measurable learning and program objectives • Aligns goals and objectives with needs assessments • Communicates goals and objectives to stakeholders
Educational Strategies	<ul style="list-style-type: none"> • Aligns content of program / curriculum with needs assessments and objectives • Chooses evidence-based educational methods that are congruent with objectives
Assessment and Evaluation	<ul style="list-style-type: none"> • Generates and communicates assessment/evaluation results that address the needs of key users/stakeholders • Selects learner assessment methods that are aligned with learning objectives and address validity/bias • Selects program evaluation methods that address validity and are aligned with program objectives • Generates and communicates assessment/evaluation results that address the needs of key users and stakeholders • Addresses ethical issues
Implementation	<ul style="list-style-type: none"> • Advocates for and aligns program/curriculum with resources and support • Develops effective mechanisms for administering and sustaining curriculum • Anticipates, identifies and addresses barriers, including hidden/informal curriculum
Reflection and Renewal	<ul style="list-style-type: none"> • <i>Program/Curriculum:</i> Reviews, revises and enhances over successive iterations • <i>Self:</i> Reflects, seeks and reviews feedback, and acts to improve one's own knowledge and skills

Metrics: Program & Curriculum Development

Description	National Recognition	National Leadership	International Recognition
<p>Educational programs/curricula connect education to societal, learner and learning institutions' needs. Goals and objectives, teaching content and methods, and assessment and evaluation strategies are essential to successful implementation, maintenance, and enhancement, and help satisfy regulatory requirements.</p> <p>Faculty skills and accomplishments in this area are critical to the educational endeavor and the public trust</p>	<ul style="list-style-type: none">Created a program, curriculum, or educational product that is utilized across multiple institutions.Received a national award for program, curriculum, or educational productDisseminated a scholarly product related to program, curriculum, or educational product.Designed and implemented a new educational program that receives national accreditation.	<ul style="list-style-type: none">Advised an external institution on creation or implementation of a program, curriculum, or educational productServed on a national organization/society committee/initiative to develop an educational program or curriculum	<ul style="list-style-type: none">Created a program, curriculum, or educational product that is utilized internationally.Served on an international organization/society committee/initiative to develop an educational program, curriculum, or educational productReceived an international award for program, curriculum, or educational product

Domain 3: Mentoring/Advising/Coaching

Sub-domains	Competencies
Characteristics/skills of mentor/advisor/coach	<ul style="list-style-type: none">• Demonstrates commitment to learners through engagement, dedication, and advocacy• Shows value for relationship by ensuring it is learner-centered• Displays sensitivity, respect, and compassion• Maintains a longitudinal relationship as appropriate, being proactive when needed• Communicates and connects with a variety of learners, using interpersonal skills effectively• Exhibits cultural humility and awareness of implicit biases• Acts as role model
Setting the stage for success	<ul style="list-style-type: none">• Creates opportunities for open discussion and ensures mutual trust• Encourages individuality, welcomes diversity• Sets clear expectations for the relationship collaboratively• Seeks to understand current skill level and experience of learner• Encourages and personalizes goal setting• Addresses learner well-being
The mentoring/advising/coaching experience	<ul style="list-style-type: none">• Balances oversight while encouraging self-direction• Identifies gaps (e.g. knowledge, skill) and explores with learner how to address them• Facilitates connections on learner's behalf (as appropriate)• Facilitates the meeting of learner's personal, academic, professional, or research goals• Maintains flexibility (e.g. encourages resetting goals as needed)• Stimulates creativity, critical thinking and adopting new perspectives• Highlights barriers that impede progress• Provides constructive and actionable feedback with opportunities to show improvement
Reflection	<ul style="list-style-type: none">• Demonstrates ongoing role development, skill building, and feedback• <u>Self</u>: Reflects, seeks and reviews feedback, and acts to improve one's own mentoring/advising/coaching• <u>Others</u>: Encourages learners to reflect on improving their role as mentee/advisee/coachee

Metrics: Mentoring, Coaching, Advising

Description	National Recognition	National Leadership	International Recognition
<p>Mentoring, coaching, and advising are essential to the development and success of learners at all levels, including faculty and peers.</p> <p>These activities are foundational to meeting institutional, healthcare, and societal needs.</p> <p>Expert mentors, coaches and advisors are learner-centered and promote growth by encouraging learner autonomy while providing support.</p>	Demonstration of mentee, coachee, advisee achievements	Demonstration of mentee, coachee, advisee achievements	Demonstration of mentee, coachee, advisee achievements
	<ul style="list-style-type: none">Served as a mentor, coach and/or advisor individually or as part of a program that is recognized nationallyReceived award for mentoring, coaching and/or advisingServed as consultant, committee member or leader of a mentoring, coaching and/or advising programServed as team member for an educational grant or program related to mentoring, coaching and/or advising	<ul style="list-style-type: none">Led a mentor, coach and/or advisor program that is recognized nationally.Selected to speak, lead workshops and/or serve on panels about mentoring, coaching and/or advisingLed committee member of a mentoring, coaching and/or advising program for a national programLed a national educational grant or program related to mentoring, coaching and/or advising	<ul style="list-style-type: none">Led a mentor, coach and/or advisor program that is recognized internationally.Selected to speak, lead international workshops and/or serve on panels about mentoring, coaching and/or advisingServed as consultant, committee member or leader of an international mentoring, coaching and/or advising programServed as team member for an international educational grantor program related to mentoring, coaching and/or advising

Domain 4: Assessment and Evaluation (1 of 2)

Sub-domains	Competencies
Assessment	
Goals	<ul style="list-style-type: none">• Aligns assessment with learning objectives or competencies• Develops assessments that are aligned with learning goals and skills• Ensures purpose of the assessment is clear to all stakeholders
Preparation	<ul style="list-style-type: none">• Aligns individual assessments with program/institutional goals• Manages resources appropriately and skillfully• Uses best practices that are feasible, practical and ethical
Methods	<ul style="list-style-type: none">• Creates individual assessments that cross a spectrum of learning objectives• Ensures consistent and accurate process, adequate sampling, and setting appropriate to demonstrate learning• Creates timely formative assessment that allows correction prior to summative assessment• Develops innovative assessment methods
Results	<ul style="list-style-type: none">• Generates assessment evidence that provides meaningful feedback about learner performance• Compares learner performance to established benchmarks and/or learner performance in prior settings• Ensures assessment is sensitive to changes in performance: knowledge, skills, and behaviors

Domain 4: Assessment and Evaluation (2 of 2)

Sub-domains	Competencies
Evaluation	
Goals	<ul style="list-style-type: none"> Provides user-centered information to inform decision making for continuous improvement Understands the success and failures of the program, and suggests actions
Preparation	<ul style="list-style-type: none"> Develops evaluation plan to understand how and why a program achieves its outcomes Seeks to identify and understand the root cause and impact of unexpected tensions that arise during planning and implementation with the goal of developing new theories and mechanisms to address these tensions Considers program implementation and maintenance as dynamic Manages resources appropriately and skillfully
Methods	<ul style="list-style-type: none"> Systematically collects and analyzes information on design, implementation and outcomes of an educational program Develops questions that consider process, program implementation and expected and unexpected outcomes Derives innovative evaluation theories or framework
Results	<ul style="list-style-type: none"> Generates evaluation evidence that provides meaningful understanding of the program Compares program outcomes to established external benchmarks and/or in prior settings Ensures evaluation addresses how a program actually works
Assessment and Evaluation	
Presentation	<ul style="list-style-type: none"> Generates assessment and evaluation outcomes that are useful, accurate, and feasible Presents evaluations and assessments that drive decision-making and change
Reflection	<p><i>Self</i> :Demonstrates ongoing professional development Seeks and reviews feedback to improve own performance</p> <p><i>Program</i> Critically reviews, recommends and implements revisions as a continuous quality improvement cycle</p>

Metrics: Assessment and Evaluation

Description	National Recognition	National Leadership	International Recognition
<p><i>Learner assessment provides evidence that learning and development has occurred. Assessments should be matched with learning objectives and measure outcomes.</i></p> <p><i>Program evaluation enables stakeholders to make judgements about a program's success and can be used in cycles of continuous curriculum/program improvement.</i></p> <p><i>Learner assessment and program evaluation methods should be feasible, transparent and provide comprehensive information about the product of a curriculum/program</i></p>	<ul style="list-style-type: none"> • Invited to participate in national contexts (specialty organizations and societies) to develop assessment schema, frameworks and/or tools • Invited to be an assessor at national level for area of skill or competency • Invited presenter/teacher on assessment or evaluation at national level • Invitation to join as a contributor on a grant based on expertise in assessment and evaluation • Invited external consultant on assessment and evaluation • Received a national award for an assessment or evaluation initiative • Created an individual, curricular or program assessment or evaluation used to make decisions that is adopted beyond JHUSOM • Disseminated a scholarly product related to an assessment or evaluation • Served on an editorial board or as guest editor for assessment and evaluation focused journal or special issue/series. 	<ul style="list-style-type: none"> • Led a national or international group, society, or organizational initiative focused on individual or program assessment or evaluation • Served as a journal editor for an assessment and evaluation focused journal 	<ul style="list-style-type: none"> • Invited to participate in international contexts (specialty organizations and societies) to develop assessment schema, frameworks and/or tools • Invited presenter/teacher on assessment or evaluation at an international level • Invited external consultant on assessment and evaluation • Received an international award for an assessment or evaluation initiative • Created an individual, curricular or program assessment or evaluation used to make decisions that is adopted beyond JHUSOM • Disseminated a scholarly product related to an assessment or evaluation • Served as a journal editor for an assessment and evaluation focused journal

Domain 5: Educational Leadership

Sub-Domains	Competencies
Vision	<ul style="list-style-type: none">Creates and clearly defines a vision for education Anticipates, plans, and promotes change through a clear sustainable educational visionAligns vision with mission and goals of the institution, institutional stakeholders and key societal entitiesEnsures the vision reflects a commitment to diversity and inclusionCommunicates and inspires support of the visionAdvocates for support and recognition for education and educators
Relationship centered	<ul style="list-style-type: none">Builds and maintains strong relationshipsCreates an environment that promotes trust and respect and that welcomes differing perspectivesPromotes engagement and innovation by all team membersActs in a collegial and collaborative mannerSkillfully negotiates to achieve goals and prioritiesListens to understandActs with integrity and fairnessRegularly acknowledges others for the contributions they make
Strategic Implementation	<ul style="list-style-type: none">Develops timelines, deliverables, and processes of accountability to enact goalsAligns resources effectively with goals and prioritiesIdentifies objective criteria and metrics for outcomesAppropriately delegates responsibilitiesIs organized and well-preparedShares important information with others
Reflection	<ul style="list-style-type: none">Solicits and incorporates ongoing feedback from all constituentsDemonstrates an awareness of how their behavior affects othersSeeks advice, feedback, or coaching from others in order to become a better leaderHelps team members succeed and grow into future leaders

Metrics: Educational Leadership

Description	National Recognition	National Leadership	International Recognition
<i>An educational leader provides vision for and engages and guides stakeholders to advance and achieve common goals in health professions education.</i>	<ul style="list-style-type: none">• Led local educational program that achieves national recognition for excellence and impact.• Committee member of national educational program, panel, committee, initiative and/or organization.• Team member national educational grant• Invited to speak nationally about education topic• Invited to speak on education at national meeting• Served as reviewer or judge for selecting national educational grants or awards	<ul style="list-style-type: none">• Chair of national educational program, panel, committee, initiative and/or organization.• Led national educational grant with demonstrated impact• Served as reviewer or judge for national educational grants or awards• Served as consultant for educational program at another institution• Led committee for selecting national educational grants or awards• Received external grants as PI or mentor• Education officer in a national organization; officer in national education organization• Received national educational leadership award• Editorial Board Member	<ul style="list-style-type: none">• Member, lead or consult for international program, panel, committee, initiative and/or organization.• Received international educational leadership award• Invited to speak internationally about an educational topic• Member or leader, international educational grant with demonstrated impact• Served as reviewer or judge for selecting international educational grants or awards

Domain 6: Educational Scholarship

Sub-domains	Competencies
Goals	<ul style="list-style-type: none">• Addresses relevant issue(s) or problem(s)• Bases goals on needs of learners, program, institution and society• Develops specific and measurable questions• Seeks to innovate and advance teaching and learning, and medicine/science more broadly
Preparation	<ul style="list-style-type: none">• Demonstrates understanding of the current landscape, literature and existing best practices• Uses a theoretical or conceptual model as a foundation• Strives for high level outcomes and selects appropriate measures linked to goals• Selects/plans appropriate methods, measures and analysis to address problem/goals• Acquires necessary resources (collaborators, mentors, funding, time)
Execution	<ul style="list-style-type: none">• Executes plan and modifies in response to changing circumstances• Uses a rigorous approach for measurement and analysis• Complies with highest ethical standards• Collaborates to advance scholarship
Dissemination	<ul style="list-style-type: none">• Effectively presents meaningful results• Makes scholarship available for critical peer review• Determines best audiences and venues for dissemination• Highlights how results can be adopted by, or useful to others
Reflection	<ul style="list-style-type: none">• Self: Uses iterative process to seek and incorporate feedback• Scholarly work: Acknowledges limitations and identifies opportunities for future scholarship

Metrics: Educational Scholarship

Description	National Recognition	National Leadership	International Recognition
<p>Educators use a scholarly approach to advance the field through inquiry into medical/biomedical education and disseminate their products for review and adoption.</p> <p>A scholarly approach applies an evidence and theory based, systematic method to the design, implementation, assessment and redesign of education activities.</p> <p>Educational scholarship encompasses a breadth of methods, products, and domains.</p>	<p><i>Consider national or international recognition, and impact based upon the rank being considered.</i></p> <ul style="list-style-type: none">• Original Research• Review Articles• Case Reports• Curricular Descriptions, Learner Assessment Tools, Educational Evaluations, Assessment/Evaluation Instruments• Educational Innovation• Educational products -videos, websites, podcasts• Perspective pieces• Book Chapters, Monographs on educational topics• Books, Textbooks• Editorials• Guidelines/Protocols, Consensus Statement, Expert Opinion, Consortium Articles• Letters, Correspondence• Workshops or presentations on educational topics• Program, curriculum, or curricular product that has impact beyond Hopkins• Reports from educational demonstration activities and consultancies• Funding and grants for education		