

# Educator Competencies and Metrics



JOHNS HOPKINS  
M E D I C I N E

# ECMC: Initial and Implementation Committees

**Joseph Cofrancesco Jr. (Cochair, IEE)**

**Rachel Levine (Cochair, Office of Faculty)**

Michael Albert (PT, Med)

Blair Anton (Welch Library)

Sally Bitzer (Peds Anesthesia)

Emily Frosch (CAP, Psych)

Khalil Ghanem (APPC, Med)

Joyce Hoebing (OVDE Admin)

Nancy Hueppchen (UME, GYN/OB)

Masara Ishii (Fac Sen, Oto)

Dave Kern (Emeritus, JH Acad)

Pam Lipsett (OEA, Surgery)

Mahadevappa Mahesh (Fac Sen, Rad)

Maura McGuire (PT Faculty)

Erika Matunis (PPC, Cell Bio)

Kiyoko Oshima (Pathology)

Linda Regan (Emergency Med)

Janet Serwint (Emeritus, JH Acad)

Toni Ungaretti (MEHP, SOE)

Christopher Golden (Peds)

Sara Rummel (OVDE Admin)

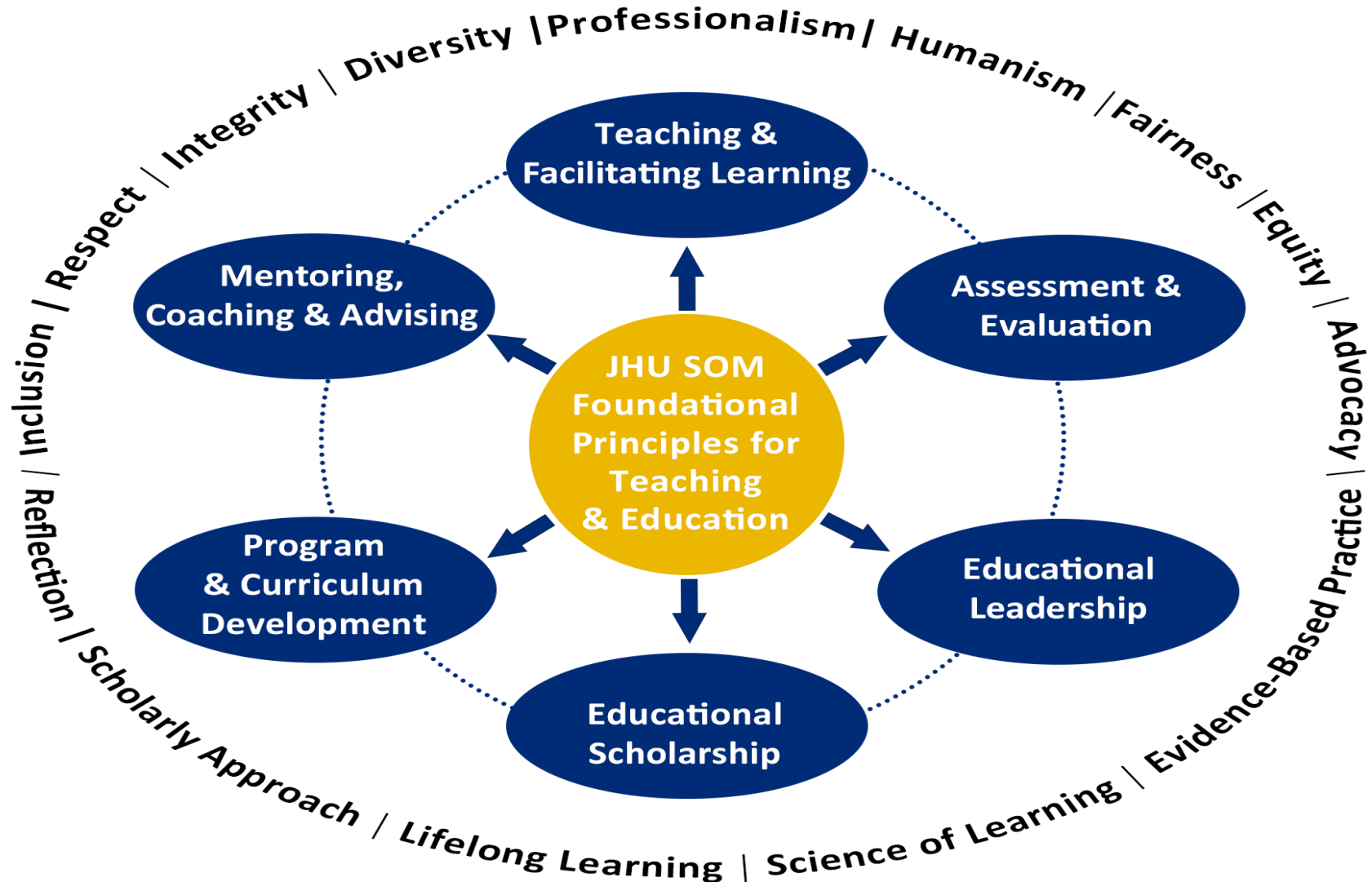
Fasika Woreta (Ophtho)

# Benefits of Educator Competencies & Evaluation Metrics

JHUSOM Stakeholder	Benefit/Use of Competency Framework
Faculty	<ul style="list-style-type: none"> <li>Professional development guide wherein a faculty member identifies domains of interest and pursues appropriate faculty development opportunities and training</li> </ul>
Mentors Division/Department Directors	<ul style="list-style-type: none"> <li>Provides targeted guidance on career pathway</li> <li>Advises on career advancement and readiness for promotion</li> </ul>
Faculty Development	<ul style="list-style-type: none"> <li>Guides investments in faculty development resources</li> <li>Focuses 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</li> </ul>
Educational Leadership	<ul style="list-style-type: none"> <li>Supports workforce development efforts through the definition of educator roles and job descriptions for recruitment</li> </ul>
Promotions Committees	<ul style="list-style-type: none"> <li>Supports consistent, fair and transparent performance and promotion expectations</li> </ul>
Macro level - Accrediting bodies, learners, public, biomedical education	<ul style="list-style-type: none"> <li>Quality assurance</li> <li>Ensures the institution is in compliance with national requirements for faculty training</li> <li>Guides improvements and innovations in biomedical education</li> </ul>



# Educator Competencies



# Domain 1: Teaching and Facilitating Learning

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

# Metrics 1: Teaching and Facilitating Learning

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<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>	<p><i>Consider regional, national, or international impact, depending on rank and promotion track:</i></p> <ul style="list-style-type: none"> <li>• Teaches a method/technique with impact</li> <li>• Invited to teach at institution or meeting</li> <li>• Excellent teaching evaluations (as available)</li> <li>• Teaching award or other recognition</li> <li>• Disseminated scholarly product on teaching and facilitating learning</li> </ul>		<p><u>National Leadership</u></p> <ul style="list-style-type: none"> <li>• Program chair or leader for national teaching conference/initiative</li> <li>• Leads teaching effort at a national workshop or seminar</li> </ul> <p><u>International Reputation</u></p> <ul style="list-style-type: none"> <li>• Leads teaching effort at an international workshop or seminar</li> </ul>

# Domain 2: Program and Curriculum Development

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

# Metrics 2 : Program and Curriculum Development

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<p><b>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.</b></p>	<p><i>Consider regional, national, or international impact, depending on rank and promotion track:</i></p> <ul style="list-style-type: none"> <li>• <b>Created a program, curriculum, or curricular product that is/are utilized</b></li> <li>• Demonstrated successful outcomes of learners completing an educational program or curriculum</li> <li>• Invited to advise external institution(s) on creation or implementation of an educational program, curriculum, or curricular product</li> <li>• Invited to serve on organization/society committee/initiative to develop an educational program or curriculum)</li> <li>• Received award for program, curriculum, or curricular product</li> <li>• Disseminated scholarly product related to educational program, curriculum, or curricular product</li> </ul>		
<p><b>Faculty skills and accomplishments in this area are critical to the educational endeavor and the public trust.</b></p>	<ul style="list-style-type: none"> <li>• Led national or international group, society, organizational initiative to create or implement an educational program, curriculum, or curricular product</li> </ul>		



# Domain 3: Mentoring/Advising/Coaching

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

# Metrics 3: Mentoring, Coaching and Advising

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<p><b>Mentoring, coaching, and advising are essential to the development and success of learners at all levels, including faculty and peers.</b></p> <p><b>These activities are foundational to meeting institutional, healthcare, and societal needs.</b></p> <p><b>Expert mentors, coaches and advisors are learner-centered and promote growth by encouraging learner autonomy while providing support.</b></p>	<p><i>Consider regional, national, or international impact, depending on rank and promotion track:</i></p> <ul style="list-style-type: none"> <li>• Demonstration of mentee, coachee, advisee achievements</li> <li>• Served as a mentor, coach and/or advisor individually or as part of program</li> <li>• Selected to speak, lead workshop and/or serve on panel about mentoring, coaching and/or advising</li> <li>• Received award for mentoring, coaching and/or advising</li> <li>• Served as consultant, committee member or leader of a mentoring, coaching and/or advising program</li> <li>• Served as team member for an educational grant related to mentoring, coaching and/or advising</li> </ul>		<ul style="list-style-type: none"> <li>• Led national or international mentoring, coaching and/or advising program, initiative and/or organization</li> <li>• Led national or international educational training grant related to mentoring, coaching and/or advising</li> </ul>

# Domain 4: Assessment and Evaluation (1 of 2)

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

# Domain 4: Assessment and Evaluation (2 of 2)

Sub-domains	Competencies
<b>Evaluation</b>	
<b>Goals</b>	<ul style="list-style-type: none"> <li>Provides user-centered information to inform decision making for continuous improvement</li> <li>Understands the success and failures of the program, and suggests actions</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Develops evaluation plan to understand how and why a program achieves its outcomes</li> <li>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</li> <li>Considers program implementation and maintenance as dynamic</li> <li>Manages resources appropriately and skillfully</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>Systematically collects and analyzes information on design, implementation and outcomes of an educational program</li> <li>Develops questions that consider process, program implementation and expected and unexpected outcomes</li> <li>Derives innovative evaluation theories or framework</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>Generates evaluation evidence that provides meaningful understanding of the program</li> <li>Compares program outcomes to established external benchmarks and/or in prior settings</li> <li>Ensures evaluation addresses how a program actually works</li> </ul>
<b>Assessment and Evaluation</b>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Generates assessment and evaluation outcomes that are useful, accurate, and feasible</li> <li>Presents evaluations and assessments that drive decision-making and change</li> </ul>
<b>Reflection</b>	<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 4: Assessment and Evaluation

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<p><b>Learner assessment provides evidence that learning and development has occurred. Assessments should be matched with learning objectives and measure outcomes.</b></p> <p><b>Program evaluation enables stakeholders to make judgements about a program's success and can be used in cycles of continuous curriculum/program improvement.</b></p> <p><b>Learner assessment and program evaluation methods should be feasible, transparent and provide comprehensive information about the product of a curriculum/program</b></p>	<p><i>Consider regional, national, or international impact, depending on rank and promotion track:</i></p> <ul style="list-style-type: none"> <li>• Created individual, curricular or program assessment or evaluation used to make decisions</li> <li>• Invited to advise external institution(s) on either creation or implementation of an assessment or evaluation product</li> <li>• Invited to serve/lead organization/society to develop and assess individuals or programs</li> <li>• Disseminated scholarly product related to an assessment or evaluation</li> <li>• Received award for an assessment or evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Led national or international group, society, or organizational initiative focused on individual or program assessment or evaluation</li> </ul>

# Domain 5: Educational Leadership

Sub-Domains	Competencies
<b>Vision</b>	<ul style="list-style-type: none"><li>• Creates and clearly defines a vision for education Anticipates, plans, and promotes change through a clear sustainable educational vision</li><li>• Aligns vision with mission and goals of the institution, institutional stakeholders and key societal entities</li><li>• Ensures the vision reflects a commitment to diversity and inclusion</li><li>• Communicates and inspires support of the vision</li><li>• Advocates for support and recognition for education and educators</li></ul>
<b>Relationship centered</b>	<ul style="list-style-type: none"><li>• Builds and maintains strong relationships</li><li>• Creates an environment that promotes trust and respect and that welcomes differing perspectives</li><li>• Promotes engagement and innovation by all team members</li><li>• Acts in a collegial and collaborative manner</li><li>• Skillfully negotiates to achieve goals and priorities</li><li>• Listens to understand</li><li>• Acts with integrity and fairness</li><li>• Regularly acknowledges others for the contributions they make</li></ul>
<b>Strategic Implementation</b>	<ul style="list-style-type: none"><li>• Develops timelines, deliverables, and processes of accountability to enact goals</li><li>• Aligns resources effectively with goals and priorities</li><li>• Identifies objective criteria and metrics for outcomes</li><li>• Appropriately delegates responsibilities</li><li>• Is organized and well-prepared</li><li>• Shares important information with others</li></ul>
<b>Reflection</b>	<ul style="list-style-type: none"><li>• Solicits and incorporates ongoing feedback from all constituents</li><li>• Demonstrates an awareness of how their behavior affects others</li><li>• Seeks advice, feedback, or coaching from others in order to become a better leader</li><li>• Helps team members succeed and grow into future leaders</li></ul>

# Metrics 5: Educational Leadership

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<p><b>An educational leader provides vision for and engages and guides stakeholders to advance and achieve common goals in health professions education.</b></p>	<p><i>Consider regional, national, or international impact, depending on rank and promotion track:</i></p> <ul style="list-style-type: none"> <li>• Led educational program, initiative and/or organization</li> <li>• Received educational leadership award</li> <li>• Disseminated education initiative and/or product</li> <li>• Invited to speak about educational leadership</li> <li>• Served as consultant to an educational program</li> <li>• Led or served as team member for educational grant</li> <li>• Served as committee member of national educational program, initiative and/or organization</li> <li>• Served as team member national educational grant</li> </ul>		
			<p><u>National Leadership</u></p> <ul style="list-style-type: none"> <li>• Led national educ. training grant</li> </ul> <p><u>International Reputation</u></p> <ul style="list-style-type: none"> <li>• Served as invited committee member or leader of int. educ. program, initiative and/or org</li> </ul>

# Domain 6: Educational Scholarship

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



# Metrics 6: Educational Scholarship

Description	Regional Reputation	National Reputation	National leadership OR International Reputation
<p><b>Educators use a scholarly approach to advance the field through inquiry into medical/biomedical education and disseminate their products for review and adoption.</b></p> <p><b>A scholarly approach applies an evidence and theory based, systematic method to the design, implementation, assessment and redesign of education activities.</b></p> <p><b>Educational scholarship encompasses a breadth of methods, products, and domains.</b></p>	<p>Types of educational scholarship:</p> <ul style="list-style-type: none"> <li>• Publications on educational topics (original research, review articles, brief reports, case reports, curricular descriptions, innovations, guidelines, commentaries, perspective pieces)</li> <li>• Book(s) or book chapter(s) on educational topics</li> <li>• <b>Educational product (videos, websites, podcasts)</b></li> <li>• <b>Workshop on educational topics</b></li> <li>• Presentation on educational topics</li> <li>• Educational demonstration activity and/or consultancy</li> <li>• Funding for educational scholarship</li> </ul>		
	<p>Consider regional, national, or international impact, depending on rank and promotion track:</p> <ul style="list-style-type: none"> <li>• Created program, curriculum, or curricular product used</li> <li>• Demonstrated successful outcomes of learners completing an educational program or curriculum</li> <li>• Received award for educational program, innovation, curriculum, or curricular product</li> <li>• Invited to advise or serve on creation or implementation of an educational program, curriculum, or curricular product</li> <li>• Disseminated scholarly product or publication related to an educational program, innovation, curriculum, or curricular product</li> <li>• Prestige and number of grant awards</li> </ul>		
		<ul style="list-style-type: none"> <li>• Member of national/international educational grant review committee</li> </ul>	