

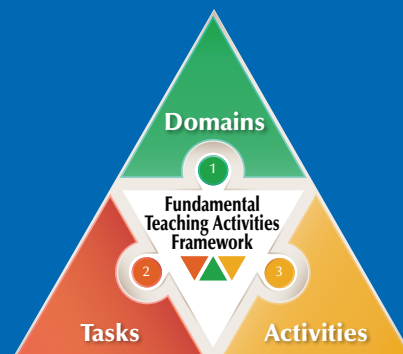
THE COLLEGE OF
FAMILY PHYSICIANS
OF CANADA



LE COLLÈGE DES
MÉDECINS DE FAMILLE
DU CANADA

SECTION OF TEACHERS OF FAMILY MEDICINE
SECTION DES ENSEIGNANTS EN MÉDECINE FAMILIALES

Fundamental Teaching Activities in Family Medicine™ A Framework for Faculty Development





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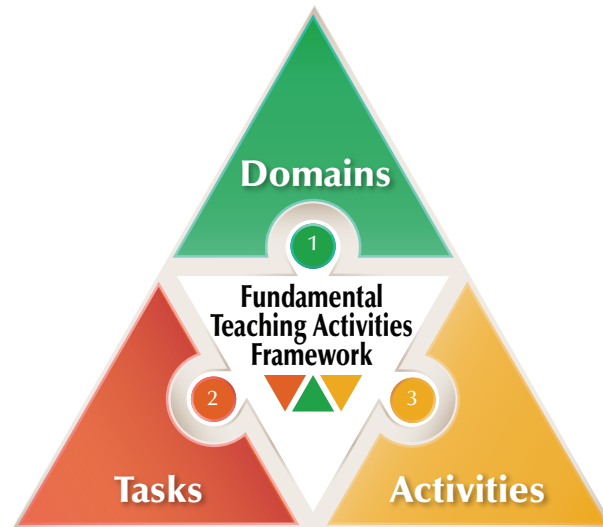
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Fundamental Teaching Activities in Family Medicine:

A Framework for Faculty Development

Background

MANDATE OF THE WORKING GROUP ON FACULTY DEVELOPMENT

Today's medical educators are facing greater scrutiny of their teaching competencies. The ability to deal with clinical tasks is no longer assumed to be sufficient training for teaching.¹ Moreover, as the educational environment changes with new contexts, curricula, and methods, teachers want support for their evolving roles. In Canada, departments of family medicine have been increasingly active in providing this support, but the question remains: how can the College of Family Physicians of Canada (CFPC) support faculty development for members who are delivering educational content? In response, the CFPC's Section of Teachers Council established the Working Group on Faculty Development (WGFD) in 2012, and charged it with the following mandate:

- To define the core competencies for clinical teaching roles in family medicine
- To make recommendations about strategies to develop these competencies
- To develop a dynamic CFPC-hosted repository of faculty development resources, tools, and opportunities related to these competencies

The initial orientation of the WGFD was to support teachers in delivering the Triple C Competency-Based Curriculum (Triple C) within postgraduate programs.²⁻³ It was also recognized that teachers in our College and the departments of family medicine have essential roles in working with other learners, such as medical students and practising health care professionals. The WGFD further acknowledged the importance of developing and implementing curricula and establishing and leading educational programs needs to be recognized.

Working Group on Faculty Development

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FUNDAMENTAL TEACHING ACTIVITIES (FTA)

The first task of the WGFD became the development of a framework for fundamental teaching activities. Transposing the concept of “entrustable professional activities” to education, as ten Cate and Scheele described for the clinical activities of learners,⁴ fundamental teaching activities describe the day-to-day elements of the teacher’s work, which vary depending on the teaching task. Each activity will require a number of competencies, but has the advantage of being a holistic description of what a teacher actually does. This allows teachers, faculty developers, programs, and departments to quickly identify the teaching activity and the readiness of the teacher. It also guides teacher enhancement activities for faculty developers. A competency is defined as the observable ability of a professional, which integrates knowledge skills and attitudes, and which can be measured and assessed.⁵ For example, a teaching competency could be related to the specific knowledge, skills, and attitudes of communicating with a learner or providing an assessment. There are a number of excellent competency frameworks for the activities of faculty members.⁶⁻⁹ Hesketh developed a useful framework for developing competency geared toward clinical educators¹⁰ and Dr. Diane Clavet, Associate Dean of Faculty and Professional Development at the University of Sherbrooke and WGFD member, developed a framework to guide the work of medical educators and teachers (unpublished data). The competencies and frameworks described in these papers were all useful in informing the development of the CFPC Fundamental Teaching Activities (FTA) Framework. However, it was apparent that while many frameworks have been well described, none captured the essence of the day-to-day work of family medicine teachers in Canada.

Compared with competencies, fundamental teaching activities are broader, and describe what a teacher is required to do as part of a specific teaching task. Each activity is likely to require multiple competencies. In developing these activities, the WGFD carried out an informal task analysis to describe the way teachers naturally work. An iterative feedback process involving teachers, faculty developers, program leaders, and learners shaped the resulting FTA Framework. It is important to note that the activities are not framed in ways to facilitate assessment; this framework is not an assessment tool to examine teachers. Rather, it is more appropriately viewed as a tool to facilitate teaching development. The activities are grouped by common tasks, which are similar across the country, rather than according to any formal job description.

PURPOSE OF THE FTA FRAMEWORK

The Fundamental Teaching Activities (FTA) Framework has been developed with several purposes in mind:

1. To provide teachers with an understanding of the activities that are expected of them, depending on their task(s)
2. To provide a road map for teachers to guide their self-reflection and continuing professional development

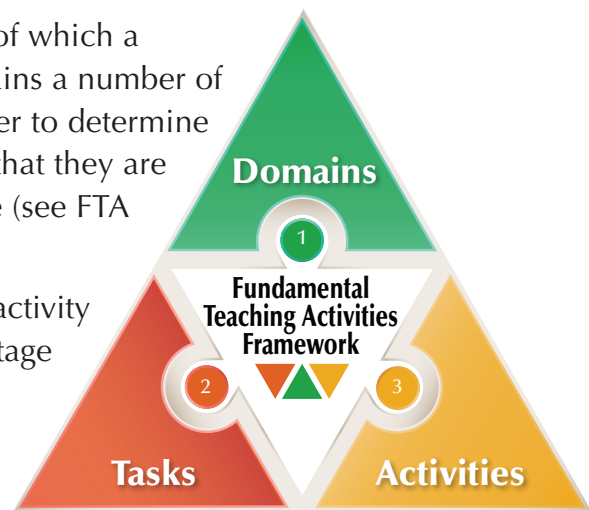
3. To assist programs, departments, and faculty members in developing curricula for faculty development
4. To provide an organizational framework for faculty development materials, tools, and strategies, both locally and nationally

The framework is designed to include three common domains or spheres where teachers may be deployed.

Each domain has a number of *tasks*, one or more of which a teacher may take on. Once found, each task contains a number of fundamental teaching *activities* to allow the teacher to determine what activities are required for the teaching tasks that they are interested in or may have been asked to undertake (see FTA Taxonomy section).

Teachers may also review the descriptions of each activity to decide if they are at the initial “ready to teach” stage or if they need additional support or resources. The framework can be used for career development; several steps are described for each teaching activity, and each is likely to require additional

training and experience. Those responsible for preparing teachers for their roles will be able to use this framework to structure a faculty development curriculum that includes the activities required of teachers to help them prepare their own learning plan for career development. Finally, this framework offers a logical way to organize materials and resources for both teachers and faculty development programs such that they correspond to teaching activities.



OVERVIEW OF THE FRAMEWORK

As noted earlier, the framework is divided into three domains, reflecting common teaching roles. An individual may be engaged in one, two, or all three of these areas, depending on their interest, role, and career stage. These domains may also overlap.

Clinical Preceptor: The teacher working with learners in the clinical setting, when patient care is being provided.

Teacher Outside the Clinical Setting: The teacher providing small- or large-group teaching sessions such as tutorials, seminars, lectures, rounds, online teaching, simulations, or other teaching outside the direct delivery of patient care.

Educational Leader: The teacher functioning as an educational program/curriculum planner or administrator, for teachers, faculty, and educational programs.

While there are other areas pursued by faculty members that are not represented here, such as research, this framework is focused on teaching (including teaching research).

Domains

Two of the domains have been divided into several tasks according to the activities required by the teacher. The Clinical Preceptor domain comprises the task of the day-to-day Clinical Coach (the teacher who provides role modeling, teaching, feedback, and assessment arising from the care of patients) and the task of the Competency Coach (the teacher who acts as an educational advisor for a learner over the long term, and who is focused on the development and achievement of learning plans, guiding and reviewing portfolios, etc.). Often, the same person will take on both these tasks (eg, primary family physician preceptor), but the task of the Clinical Coach is frequently taken on independently.

Several activities within the FTA Framework are described for each task, moving from left to right in a developmental trajectory, illustrating how a teacher may take on increasingly complex situations over their career. While most teachers are likely going to begin their teaching career at the left-hand side of the trajectory, with additional experience and faculty development, they will undertake the activities with increasing skill. For each activity, some teachers may elect to move toward the right side of the trajectory. An experienced teacher may choose to function mainly on the left side of the trajectory. Movement toward the far right implies an increased interest in activities that pertain to scholarship and the mentorship of others, and will be the choice of fewer teachers.

CLINICAL PRECEPTOR

This domain is the one in which teachers in family medicine are most commonly engaged. Two tasks are described, based on the type of involvement with the learner: Clinical Coach and Competency Coach. The same teacher may be engaged in both tasks with the same learner and may be involved with only one task with other learners.

Clinical Coach

This task describes the activities most commonly associated with day-to-day clinical teaching activities. This teacher is the supervisor of clinical activities and must explicitly role model the competencies required of a family physician in ways that inspire emulation on the part of the learner. Stimulating clinical reasoning and problem solving both with individual learners and with groups of learners in the clinical setting are part of this task. The Clinical Coach provides timely learner-centred and specific feedback that is based on learner performance and geared toward learning needs. Activities include using the teaching program's assessment tools. The teacher also gathers information about personal teaching performance in order to continuously improve. Health care professionals along with family physicians will frequently be engaged in this task.

Competency Coach

The Competency Coach facilitates the planning and career development of the learner. The Competency Coach may also be termed an “advisor” in some programs. This is the teacher who works together with the learner on longer-range goals. Using tools such as learning plans and portfolios, and providing guidance and advice, the teacher facilitates the learner taking ownership of personal lifelong learning and career development. An intentional focus on professional identity is also part of this task.

TEACHER OUTSIDE THE CLINICAL SETTING

This domain includes any teaching context not involving direct patient care delivery. The domain has one key task: the design and delivery of teaching sessions such as tutorials, seminars, simulations, large-group lectures, e-learning, lab workshops, etc., with students, residents, faculty, and other learners. While there is a considerable difference between the skills used in delivering these diverse sessions to the many types of learners, the fundamental activities that make up the task are similar. Most often delivered to groups of learners, this task’s activities are divided into the preparation of the session, its delivery and facilitation, and reflection after teaching in a process of continuous quality improvement.

Design and Delivery of Teaching Sessions Outside the Clinical Setting

Activities required to prepare a teaching session include understanding the nature and needs of the learners, the materials to be used, and teaching strategies to be employed. Dealing with the impact of the hidden curriculum in advance of the session is also an important activity.

During the teaching session, not only is the teacher delivering content but he or she is also actively engaged in ensuring that the stated learning objectives are met and that group engagement and interaction is effective. Creating a safe learning environment is important. In some situations, learner assessment is an included activity.

After the teaching session, the teacher deliberately considers what went well and what needs adjustment in order to improve the session, using tools of guided self-assessment. Learners are supported through their teacher’s ongoing learning.

EDUCATIONAL LEADER

Unlike the first two domains, which focus on the interactions between teachers and learners, the domain of the Educational Leader also encompasses teachers, faculty, and educational programs. This domain includes tasks and activities included in educationally oriented positions taken by teachers, for example, site directors, curriculum leads, program directors, and department heads. While these positions are often very broad in scope, the framework focuses on two specific tasks related to education: Educational Programmer and Educational Administrator. While this domain has been divided into two tasks, a single individual may take on either or both.

Educational Programmer

This task involves the design and development of educational programming. It includes the required aspects of developing curriculum: needs assessment, implementation, evaluation, and subsequent adjustment.

Developing strategies for learners with progression challenges is another activity found under this task. Those involved adjust learning plans, curricula, and resources to support learners and teachers and may also work directly with teachers to deliver these modifications and evaluate their impact.

Educational Administrator

The Educational Administrator provides leadership in teaching sites and educational roles. This task includes program evaluation and collaboration across sites, programs, specialties, and health professions. It also includes application and development of educational standards and objectives, as well as stakeholder engagement in identifying expectations, alignment, and advocacy. Finally, Educational Administrators deploy or develop the necessary resources for their programs.

Using the FTA Framework

Individual Teachers

Individual teachers may use this framework to identify teaching tasks and activities that they are already engaged in or that they are interested in undertaking. These potential new tasks or activities might be closely related to the teacher’s existing activities, or could be in a different domain entirely. The FTA Framework clarifies the tasks and expected activities involved in teaching and allows teachers to understand the range of opportunities available to them. The developmental trajectory can help teachers build on their present activities in their own professional development. Thus, the FTA Framework can be used by teachers to support the development of their own learning plans by facilitating the setting of goals and explicit personal learning objectives.

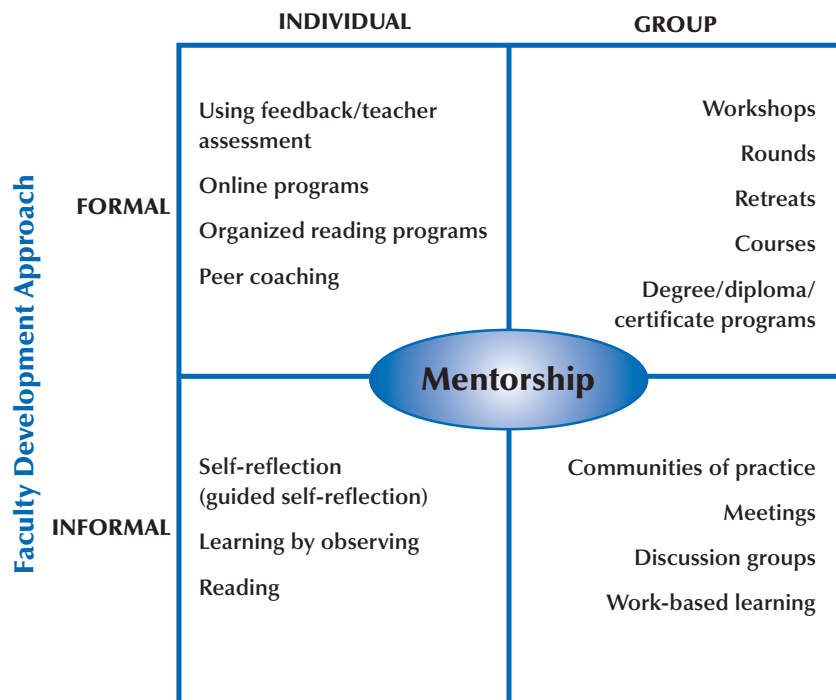
Program and Faculty Developers

Those who support education programs and provide faculty development to teachers may use the framework to identify, organize, and develop needed programs, resources, and tools. Curricula for different aspects of teaching may be developed and implemented based on the needs of the teachers and educational programs. Individual teachers can be supported in developing and implementing their individual learning plans. To assist with faculty development in teaching skills, the CFPC supports the implementation of the framework and is facilitating the collection and listing of related tools and resources.

Diverse Faculty Development Activities: A Model

Teachers are motivated to enhance their teaching competencies but need a variety of opportunities and effective methods that complement their busy schedules and learning styles to meet their changing needs. The adjacent diagram may be helpful when considering faculty development¹¹:

The horizontal axis describes the context for learning—individual or group—and the vertical axis describes the learning approach—formal or informal.

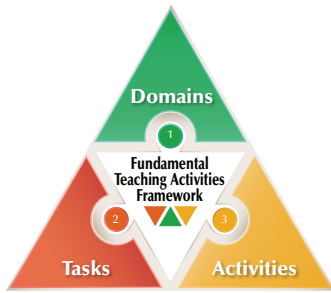


Adapted from: Steinert Y. *Med Teach* 2010;32(5):425¹¹

While workshops and courses (formal group activities) have been the traditional way to deliver faculty development, other methods are being recognized as effective and useful. Work-based, informal group learning is certainly a common way that teachers learn how to teach (learning on the job from their peers). Increasingly, teachers are seeking online resources (informal, individual) or taking online courses (formal, individual). Communities of practice involve groups of teachers meeting together to discuss common activities and issues and to share ideas and tools (informal, group). Mentorship finds a central place in this faculty development model as it is considered vital to professional growth.

As materials and resources are identified to link with the CFPC FTA Framework, it will be important to ensure they include the diversity of activities reflected by this model.

By providing an outline of what teachers actually do, the CFPC FTA Framework facilitates the development of learning plans and curricula for themselves. The diversity of teaching contexts and needs of teachers require an extremely broad approach to their faculty development—explicitly, including both formal and informal learning modalities and individual and group work, and always incorporating mentorship, reflection, and guided self-assessment.



Fundamental Teaching Activities (FTA) Taxonomy

CLINICAL PRECEPTOR

TASKS

Clinical Coach

A supervisor in day-to-day practice

Competency Coach

An educational advisor along the course of learner training

ACTIVITIES

- ▲ Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work
- ▲ Promotes and stimulates clinical reasoning and problem solving
- ▲ Gives timely, learner-centred, and constructive feedback
- ▲ Uses program assessment tools to document observed learner performance according to level of training
- ▲ Employs reflective processes to refine clinical supervision

- ▲ Helps learner design and update his or her individual learning plan
- ▲ Guides a comprehensive periodic progress review informed by the learner's self-analysis
- ▲ Assists learner in his or her professional development
- ▲ Adjusts teaching interventions to support a learner facing progression challenges

TEACHER OUTSIDE THE CLINICAL SETTING

TASKS

Teacher – Design and delivery of teaching sessions outside the clinical setting

ACTIVITIES

- ▲ Prepares teaching session (before)
- ▲ Facilitates teaching session (during)
- ▲ Reflects on teaching session (after)

EDUCATIONAL LEADER

TASKS

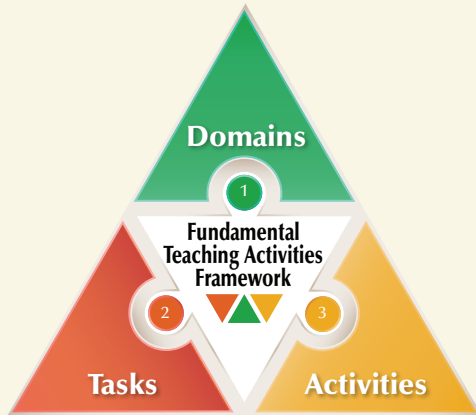
Educational Programmer – Design and development of educational programming

Educational Administrator – Leadership roles in teaching sites and educational programs

ACTIVITIES

- ▲ Develops curriculum
- ▲ Develops strategies for teachers working with learners experiencing progression challenges

- ▲ Evaluates programs
- ▲ Applies and develops standards
- ▲ Engages stakeholders
- ▲ Utilizes and develops resources



Fundamental Teaching Activities (FTA) Framework

Clinical Preceptor

→				
Domain: CLINICAL PRECEPTOR	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>	
Task I: Clinical Coach – A clinical supervisor in day-to-day practice, employing clinical work for opportunistic teaching and learning				
Helps learning through reflection in action	Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work	<ul style="list-style-type: none"> ▲ Verbalizes clinical reasoning processes for learners (including challenges, reactions, and ethical dilemmas) ▲ Displays enthusiasm for family medicine patient care ▲ Provides a safe learning environment for patients and learners 	<ul style="list-style-type: none"> ▲ Utilizes appropriate educational framework to explicitly articulate decisions and actions ▲ Expresses family medicine values and principles within day-to-day clinical practice 	<ul style="list-style-type: none"> ▲ Supports other faculty to be aware of their positions as role models and to enhance their role-modeling skills
	Promotes and stimulates clinical reasoning and problem solving	<ul style="list-style-type: none"> ▲ Uses specific strategies to facilitate/ assess clinical reasoning ▲ Adapts to learner's reasoning process ▲ Guides learner in the refinement of clinical reasoning 	<ul style="list-style-type: none"> ▲ Discusses clinical reasoning processes with learners who are at different levels ▲ Provides opportunity for learner to discuss and reflect on his or her own work 	<ul style="list-style-type: none"> ▲ Makes educational strategies explicit and guides other teachers to reflect on and use them

(cont'd)

Domain: CLINICAL PRECEPTOR		<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>
Helps learning through reflection on action	Gives timely, learner-centred, and constructive feedback	<ul style="list-style-type: none"> ▲ Provides and receives formative, effective feedback according to the components of effective feedback ▲ Encourages learner to make meaning of feedback ▲ Helps learner select relevant learning strategies and resources for self-learning 	<ul style="list-style-type: none"> ▲ Fluidly adapts observation and feedback depending on learner's needs for more or less independence ▲ Guides and directs learner's reflections on next steps to encourage learning based on feedback ▲ Encourages learner to reflect on personal role as teachers 	<ul style="list-style-type: none"> ▲ Acts as a peer resource for enhancement of colleagues' feedback skills
	Uses program assessment tools to document observed learner performance according to level of training	<ul style="list-style-type: none"> ▲ Demonstrates skill at using different assessment tools ▲ Uses appropriate tools to correctly describe the learner's performance (eg, field notes) 	<ul style="list-style-type: none"> ▲ Collates and interprets evidence of learning and provides meaningful feedback based on multiple sources, including direct observation ▲ Consistently chooses appropriate assessment tools and coordinates them to develop a comprehensive picture of learner performance ▲ Encourages learner's reflection and increased independence in self-assessment (including identification of strengths and challenges) 	<ul style="list-style-type: none"> ▲ Assists faculty in improving assessment skills ▲ Supports implementation and enhancement of program assessment systems

(cont'd)


Domain: CLINICAL PRECEPTOR		<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>
Helps learning through reflection on action	Employs reflective processes to refine clinical supervision	<ul style="list-style-type: none"> ▲ Solicits learner's feedback on clinical supervision ▲ Seeks peer observation and feedback on specific preceptor-learner encounters ▲ Incorporates self-reflection and feedback in enhancing supervision 	<ul style="list-style-type: none"> ▲ Collaborates with learner to refine supervision to meet needs ▲ Seeks educational opportunities beyond the daily reflective process to improve clinical supervision 	<ul style="list-style-type: none"> ▲ Provides peer coaching to other clinical teachers ▲ Promotes reflection on clinical teaching among colleagues ▲ Fosters the development of a community of practice among teachers

Task II: Competency Coach – An educational advisor along the course of learner's training, guiding development of competencies				
Helps learner design and update his or her individual learning plan	<ul style="list-style-type: none"> ▲ Facilitates a dialogue with learner to select pertinent learning goals (eg, program objectives) and strategies to progress ▲ Engages other supervisors in the learning plan (helps operationalize plan) 	<ul style="list-style-type: none"> ▲ Facilitates learner to take ownership of developing and updating learning plans ▲ Analyzes challenges to progression and collaborates with learner to plan specific strategies to overcome these challenges 	<ul style="list-style-type: none"> ▲ Acts as a resource for colleagues for educational problem solving in clinical training 	
Guides a comprehensive periodic progress review informed by the learner's self-analysis	<ul style="list-style-type: none"> ▲ Uses the program's tools to help learner synthesize the different pieces of formative feedback (eg, field notes) ▲ Integrates learner's self-assessment and in-training assessments to identify appropriate learning plans 	<ul style="list-style-type: none"> ▲ Fosters and facilitates learner in taking ownership of lifelong learning ▲ Finds common ground in the case of discrepancy between learner's self-assessments and supervisors' in-training assessments 	<ul style="list-style-type: none"> ▲ Assists colleagues to develop lifelong learning skills in their learners 	

(cont'd)

Domain: CLINICAL PRECEPTOR	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>
Assists learner in his or her professional development	<ul style="list-style-type: none"> ▲ Asks about, takes interest in, and explores career goals with learner ▲ Fosters the development of the learner's professional identity as a family physician ▲ Promotes and demonstrates work-life balance 	<ul style="list-style-type: none"> ▲ Discusses career goals and encourages learner to take concrete steps toward a career plan ▲ Encourages learner to be aware of his or her position as a role model, and to enhance role-modeling skills 	<ul style="list-style-type: none"> ▲ Shares career counseling strategies with colleagues for both their own benefit and learners' benefit
Adjusts teaching interventions to support a learner facing progression challenges	<ul style="list-style-type: none"> ▲ Incorporates data on learner progression as well as learner perception to identify focus of coaching/supervision ▲ Adapts learning plan for learner with recurrent progression challenges 	<ul style="list-style-type: none"> ▲ Seeks ongoing feedback from experienced colleagues in developing skills as a competency coach ▲ Participates in a community of practice or engages with others to share "best practices" in supporting learners with progression challenges 	<ul style="list-style-type: none"> ▲ Identifies colleagues who are experiencing teaching challenges and guides their development

Teacher Outside the Clinical Setting

			
Domain: TEACHER OUTSIDE THE CLINICAL SETTING	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>
Task: Teacher – Design and delivery of teaching sessions outside the clinical setting (eg, tutorials and seminars, simulations, large groups, lectures, e-learning) with students, residents, faculty, and other learners			
Prepares teaching session (Before)	<ul style="list-style-type: none"> ▲ Collects information about expected audience ▲ Comprehends learning objectives and adapts them for the expected audience ▲ Reviews teaching materials developed by others ▲ Prepares teaching techniques and strategies ▲ Demonstrates awareness of hidden curriculum and considers its impact on student learning 	<ul style="list-style-type: none"> ▲ Identifies learning needs and translates them into learning objectives ▲ Develops teaching materials and, if needed, assessment tools to match learning objectives ▲ Uses effective teaching strategies ▲ Anticipates and counteracts hidden curriculum in preparation of teaching 	<ul style="list-style-type: none"> ▲ Acts as a resource to other teachers in their development of teaching sessions ▲ Engages colleagues in teaching, and mentors them according to their level of expertise ▲ Fosters the development of a community of practice among teachers through collaborative teaching, reflection, and ongoing mentorship

(cont'd)

Domain: TEACHER OUTSIDE THE CLINICAL SETTING	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>
Facilitates teaching session (During)	<ul style="list-style-type: none"> ▲ Clearly states learning objectives and goals to ensure that they are met ▲ Delivers prepared educational material or moderates sessions to engage learners ▲ Monitors and facilitates interaction and dynamic of the group ▲ Provides a safe learning environment ▲ Participates in assessment of learners 	<ul style="list-style-type: none"> ▲ Adapts teaching to respond to learning needs identified during the session ▲ Integrates own relevant clinical experience and best evidence into teaching ▲ Recognizes student disengagement and adapts teaching techniques appropriately ▲ Addresses learning environment difficulties ▲ Delivers formative assessment 	<ul style="list-style-type: none"> ▲ Provides mentorship to others, either by role modeling or by deliberate instruction to enhance teaching
Reflects on teaching session (After)	<ul style="list-style-type: none"> ▲ Develops plan to improve teaching after the session ▲ Directs learners to resources to meet ongoing learning needs 	<ul style="list-style-type: none"> ▲ Seeks feedback in an ongoing reflective process to improve preparation and facilitation of teaching sessions ▲ Guides and stimulates learners in exploring their interests 	<ul style="list-style-type: none"> ▲ Fosters the development of a community of practice among teachers by role modeling and guiding others in self-assessment of teaching activities ▲ Undertakes scholarly evaluation and dissemination of teaching activities

Educational Leader

Domain: EDUCATIONAL LEADER	<i>Applies basic educational principles to program activities</i>	<i>Applies basic and advanced educational principles to program activities</i>	<i>Effects change through educational leadership</i>
Task I: Educational Programmer – Design and development of educational programming			
Develops curriculum	<ul style="list-style-type: none"> ▲ Performs gap analysis between learners' needs and curriculum/material/modality of teaching (local site quality improvement) ▲ Implements curriculum to meet learners' needs ▲ Supports teachers in delivering effective programs ▲ Evaluates impact of curriculum 	<ul style="list-style-type: none"> ▲ Collaborates with other sites in evaluating curricula (continuous quality improvement) ▲ Adjusts and develops curriculum to meet evolving needs at teaching sites ▲ Incorporates evaluation into the implementation of new curriculum 	<ul style="list-style-type: none"> ▲ Contributes at multiple levels (local, national, and international; undergraduate, postgraduate, and continuing professional development) and mentors other faculty ▲ Contributes to the scholarship of curricular initiatives and shares findings
Develops strategies for teachers working with learners experiencing progression challenges	<ul style="list-style-type: none"> ▲ Develops modified learning plans/templates/curriculum to assist teachers in working with specific learners ▲ Works with teachers in delivering modified curricula ▲ Evaluates impact of learning interventions and adjusts strategies accordingly 	<ul style="list-style-type: none"> ▲ Identifies and develops new curricula/resources to assist teachers in supporting learners ▲ Works with teachers in implementing new curricula/resources ▲ Develops new strategies and resources for learning interventions and disseminates them across sites 	<ul style="list-style-type: none"> ▲ Disseminates best practices across multiple levels ▲ Mentors teachers ▲ Shares results of learning strategies at educational events

(cont'd)

Domain: EDUCATIONAL LEADER	<i>Applies basic educational principles to program activities</i>	<i>Applies basic and advanced educational principles to program activities</i>	<i>Effects change through educational leadership</i>
Task II: Educational Administrator – Leadership roles in teaching sites and educational programs			
Evaluates programs	<ul style="list-style-type: none"> ▲ Evaluates quality of learning experiences across the program 	<ul style="list-style-type: none"> ▲ Collaborates with other programs and administrators to enhance the quality of learning experiences across the program 	<ul style="list-style-type: none"> ▲ Demonstrates innovation in program improvement
Applies and develops standards	<ul style="list-style-type: none"> ▲ Implements CFPC, program, and university goals, learning objectives, and policies 	<ul style="list-style-type: none"> ▲ Aligns programmatic goals and learning objectives with evolving CFPC curricular objectives and university policies 	<ul style="list-style-type: none"> ▲ Contributes to the development of educational vision, policy, and standards and disseminates work
Engages stakeholders	<ul style="list-style-type: none"> ▲ Familiarizes him- or herself with stakeholders' expectations (eg, university, CFPC, province) 	<ul style="list-style-type: none"> ▲ Optimizes the program to align with stakeholder expectations 	<ul style="list-style-type: none"> ▲ Actively engages with stakeholders in advocating for family medicine programs
Utilizes and develops resources	<ul style="list-style-type: none"> ▲ Optimizes current resources to foster program development ▲ Supports human resources (learners and faculty) 	<ul style="list-style-type: none"> ▲ Identifies resource gaps and develops strategies to resolve them 	<ul style="list-style-type: none"> ▲ Demonstrates innovation and vision in resource development (capacity building and succession planning)

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