Teaching Certificate Program

Teaching Evaluation (Mentor/Evaluator completes to assess trainee's teaching [lecture, small group discussion, student precepting; trainee completes for self-evaluation).

UNIVERSITY *of* MARYLAND
SCHOOL OF PHARMACY

Note: There is a separate evaluation form for Pharmacotherapy Rounds and separate form to be used by the PharmD student to evaluate the trainee's performance.

Trainee Name:	
Teaching Activity:	
Date of Teaching:	
Mentor/Evaluator:	
Date of Evaluation:	

Criterion	Achieved	Satisfactory Progress	NA or Not Observed	Needs Improvement
Audience Analysis • Target audience characterized • Prior learning assessment and prerequisites for learning activity identified/evaluated • Characterize teaching methods of course work within course objectives and technologies	☐	☐	☐	☐
Comments:				
Setting Expectations and Atmosphere • Make learning activities and/or assessment criteria clear to learner prior to presentation of material • Encourage consideration of alternatives to help learner draw their own conclusions • Create positive atmosphere which will motivate learner to do their best	☐	☐	☐	☐
Comments:				
Learning Objectives • Creates well-written learning objectives in the A, B, C, D format • Learning objectives are appropriately aligned with overall course objectives	☐	☐	☐	☐
Comments:				

Criterion	Achieved	Satisfactory Progress	NA or Not Observed	Needs Improvement
Speaking Ability • Quality of speech is professional and confident, rate of speech is gauged to comprehension ability, tone is assertive not aggressive • Fillers are non-disruptive ("umh," "okay," "you know," "ah…") • Uses appropriate phrases to guide through transitions • Speaks clearly (volume, enunciation, rate of delivery) • Does not read content from slides or notes	☐	☐	☐	☐
Comments:				
Listening • Performs attending behaviors appropriate to setting (such as standing or sitting at the appropriate time, leaning forward [but not too close], using good eye contact, and giving physical and verbal encouragement) • Allows adequate time for learner to process material before interrupting or providing the answer • Usually able to restate student concern on first attempt	☐	☐	☐	☐
Comments:				
Provides Feedback to Learner • Provides evidence-based criterion referenced, learner-specific feedback (verbal and written) • Provides both informal formative feedback as well as summative feedback when appropriate • Gives specific detailed individualized comments with both positive and negatives aspects of performance • Engage learner in meaningful discussion about performance (in applicable) • Correct student mistakes in a non-threatening manner • Recommend strategies to improve • Respect student privacy and dignity	☐	☐	☐	☐
Comments:				
Use of Self-Feedback for Improvement Purposes • Reviews Level 1 feedback (what learner thought and felt about the training) and possibly Level 2 feedback (degree to which learner increased knowledge or capability) with mentor and self-assesses performance • If applicable, reviews item analysis data with mentor from objective assessment items • Suggests methods of improvement for subsequent teaching based on feedback	☐	☐	☐	☐
Comments:				

Additional comments: