

Teaching Certificate Program



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

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:	Click or tap here to enter text.
Teaching Activity:	Click or tap here to enter text.
Date of Teaching:	Click or tap to enter a date.
Mentor/Evaluator:	Click or tap here to enter text.
Date of Evaluation:	Click or tap to enter a date.

Criterion	Achieved	Satisfactory Progress	NA or Not Observed	Needs Improvement
Audience Analysis <ul style="list-style-type: none"> Target audience characterized Prior learning assessment and prerequisites for learning activity identified/evaluated Characterize teaching methods of course work within course objectives and technologies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				
Setting Expectations and Atmosphere <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				
Learning Objectives <ul style="list-style-type: none"> Creates well-written learning objectives in the A, B, C, D format Learning objectives are appropriately aligned with overall course objectives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				

Criterion	Achieved	Satisfactory Progress	NA or Not Observed	Needs Improvement
Speaking Ability <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				
Listening <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				
Provides Feedback to Learner <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				
Use of Self-Feedback for Improvement Purposes <ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click or tap here to enter text.				

Additional comments: Click or tap here to enter text.