

EVALUATION OF TEACHING

PRESENTER: _____

PRESENTATION TOPIC/TITLE: _____

AUDIENCE/COURSE: _____

DATE OF ACTIVITY: _____ TIME: _____ EVALUATOR: _____

TEACHING MODALITY: ☐ Lecture ☐ Small Group Presentation ☐ Small Group Facilitation

Competency	Outstanding Performance 5	Meets Expectations 4	Needs Some Improvement 3	Needs Significant Improvement 2	Unsatisfactory Performance 1	Not Observed
Objectives	<input type="checkbox"/> All objectives are clear and use measurable defined terms (e.g., list, identify, contrast, compare). Objectives encompass a variety of action verbs. Appropriate number of objectives for length of presentation.	<input type="checkbox"/> Most objectives are clear and measurable. Little overlap in objective action verbs. Number of objectives reasonable for length of presentation.	<input type="checkbox"/> Most objectives not measurable and clear. Objectives overlap in action verbs. Number of objectives somewhat inappropriate given length of presentation.	<input type="checkbox"/> Majority of objectives not measurable or ill-defined. Little difference in objective action verbs. Number of objectives inappropriate given length of presentation.	<input type="checkbox"/> No objectives defined	<input type="checkbox"/>
Content	<input type="checkbox"/> Level appropriate. Incorporates clinical or other applications. Accurate and reliable information consistently presented. Questions answered consistently and appropriately	<input type="checkbox"/> Presentation mostly level appropriate. Many applications highlighted. Most information is accurate and reliable. Questions answered well.	<input type="checkbox"/> Some content is not level appropriate. Applications not consistently demonstrated or highlighted. Questions not answered completely or accurately.	<input type="checkbox"/> Majority of content is not level specific. Applications not demonstrated or highlighted. Questions not answered completely or accurately	<input type="checkbox"/> Content is not level appropriate. Applications unclear. Inaccurate information communicated. Questions not addressed or answered with incorrect information.	<input type="checkbox"/>
Organization	<input type="checkbox"/> Organized, logical flow. Concise discussion. All statements interconnected. Major points highlighted completely.	<input type="checkbox"/> Majority of presentation flows logically. Most major points highlighted.	<input type="checkbox"/> Difficult to follow all thoughts. Some ideas not well interconnected. Major points sparsely highlighted.	<input type="checkbox"/> Majority of content is difficult to follow. Facts presented with little connections to topic or objectives. Major points not highlighted.	<input type="checkbox"/> Disorganized. Content does not flow in any logical manner. Major points are not evident in any way.	<input type="checkbox"/>
Delivery	<input type="checkbox"/> Audible, good enunciation, rate, and tone. Proper pronunciation and use of terms. Poised, polished. Presentation appears extemporaneous. Starts and end on time.	<input type="checkbox"/> Consistently audible, rate and tone are appropriate. Few distractions. Handout used as reference only.	<input type="checkbox"/> Some words lost to mumbling. Rate and tone sometimes slow/fast. Somewhat rehearsed.	<input type="checkbox"/> Difficult to hear and pace. Words mispronounced. Pace difficult to follow. Presentation sounds rehearsed. Starts and/or ends more than 3-5 minutes late.	<input type="checkbox"/> Unable to hear or keep pace with presentation. Distracting mannerisms. Presentation read from handout. Starts and/or ends more than 5-10 minutes late.	<input type="checkbox"/>

Teaching Skills	<div><input type="checkbox"/></div> <div>Able to consistently and clearly communicate teaching points and instill critical thinking in learners. Actively works to improve skills by engaging in various teaching activities.</div>	<div><input type="checkbox"/></div> <div>Effectively communicates almost all material being taught. Usually elicits critical thinking. Works to improve teaching skills.</div>	<div><input type="checkbox"/></div> <div>Generally able to communicate teaching point. Requires some assistance from preceptor. Rarely engages in teaching activities.</div>	<div><input type="checkbox"/></div> <div>Frequently unable to effectively teach. Creates more ambiguity in the learner than understanding. Does not seek out teaching opportunities.</div>	<div><input type="checkbox"/></div> <div>Consistently avoids teaching. Unable to communicate points without causing confusion. Never focuses on critical thinking skills. Does not seek opportunities to improve skills.</div>	<div><input type="checkbox"/></div>
Professionalism	<div><input type="checkbox"/></div> <div>May serve as a role model for students. No deficiencies in attendance, punctuality, or dependability</div>	<div><input type="checkbox"/></div> <div>Generally seen as an appropriate role-model for students. All behaviors are appropriate.</div>	<div><input type="checkbox"/></div> <div>Occasional behaviors not consistent with expectations.</div>	<div><input type="checkbox"/></div> <div>Behavior is often inappropriate and unprofessional.</div>	<div><input type="checkbox"/></div> <div>Behavior is disruptive or antagonistic. Unexcused absences. Blatant disregard for professional attributes.</div>	<div><input type="checkbox"/></div>
Handout (Please attach handout)	<div><input type="checkbox"/></div> <div>Handout is used to augment presentation. Handout is clear and without typographical or spelling errors.</div>	<div><input type="checkbox"/></div> <div>Handout somewhat augments presentation. Handout is mostly clear and without error.</div>	<div><input type="checkbox"/></div> <div>Handout sometimes detracts from presentation. Some typos or spelling errors exist.</div>	<div><input type="checkbox"/></div> <div>Handout is difficult to follow and distracts listener. Many errors detected.</div>	<div><input type="checkbox"/></div> <div>Handout completely detracts from presentation. Handout is laden with errors or is unable to be read.</div>	<div><input type="checkbox"/></div>
Audiovisuals	<div><input type="checkbox"/></div> <div>AV's are used which augment presentation. AV's are clear and without typographical or spelling errors.</div>	<div><input type="checkbox"/></div> <div>AV's somewhat augment presentation. AV's are mostly clear and without error.</div>	<div><input type="checkbox"/></div> <div>AV's sometimes detracts from presentation. Some typos or spelling errors exist</div>	<div><input type="checkbox"/></div> <div>AV's are difficult to follow and distracts listener. Many errors detected</div>	<div><input type="checkbox"/></div> <div>AV's completely detract from presentation. AV's are laden with errors or unable to be read.</div>	<div><input type="checkbox"/></div>

COMMENTS:

Stengths:

Specific suggestions for improvement: