

# EVALUATION OF TEACHING

PRESENTER: Kate McPherson

PRESENTATION TOPIC/TITLE: Acute Therapeutics

AUDIENCE/COURSE: 1st Immuno

DATE OF ACTIVITY: 3/13/18 TIME: 8:30-10:20 EVALUATOR: Robert D. Beckett

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

#### COMMENTS:

##### Strengths:

*Excellent content, active learning approach, and engagement w/ the class*

##### Specific suggestions for improvement:

*Look at how questions are phrased, be mindful of verbal delivery*