UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

Postgraduate Medical Education

University of Toronto, Department of Medicine
Learner Assessment of Clinical Teacher (LACT)

Teacher:	**Block:**
Assessee:	**Location:**
Training Session:	

PREAMBLE

About your assessment of teachers:

- Based on the described encounter(s) only.
- Feedback to teachers is an important professional obligation of learners.
- Your assessments are confidential – with only anonymized aggregated summaries provided.

How we will use the information:

- Ratings of 2 or less trigger an automatic email alert to program leaders.
- Teachers, sites and clinical departments use teacher assessment to monitor, support and improve teacher practices and the learning environment.
- Aggregated data is used to evaluate the teacher/faculty, rotation, and sites on a regular basis.

Rating Scale:

- 1-5 (low to high)
- Not Applicable (n/a) is permissible for all ratings EXCEPT Overall
- Overall rating of *3 is "Minimum acceptable level of performance"*

Learner Assessment of Clinical Teacher

Rotation Service:

		On-Service		Off-Service
On / Off-Service:	◯	(Clinical experience and teacher within your home program specialty/subspecialty)	◯	(Clinical experience and teacher outside your home program specialty/subspecialty)

Teaching context (please select one):

◯ Ambulatory / Clinic   ◯ Diagnostics (Lab / Imaging)

◯ Emergency / Urgent Care   ◯ Inpatient / Ward

◯ Other (please specify)

If **Other Teaching context**, please specify here:

Please estimate the amount of contact you had with this teacher based on the description below:

◯ **Brief** (e.g. single clinic, single lab/microscope session, a couple of hours on-call, short OR shift)

◯ **Moderate** (e.g. 2-4 clinics, 1-2 weeks in lab/microscope sessions, 1-2 on-call shift, 1-2 OR shifts, 1-2 weeks rotation)

◯ **Extensive** (e.g. 5+ clinics, 3+ weeks in lab/microscope sessions, 3+ OR or on-call shifts, 3+ weeks rotation)

Assessment of Teaching:

	Poor	Unsatisfactory	Minimally Acceptable	Good	Superior	N/A
	1	2	3	4	5	N/A
The teacher/faculty provides **effective clinical teaching** that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.	◯	◯	◯	◯	◯	◯
	Ineffective, unavailable, or impediment to learning		Good learning support matched to ability levels		Superior educational experience responsive to learner's level	

	Poor	Unsatisfactory	Minimally Acceptable	Good	Superior	N/A
	1	2	3	4	5	N/A
The teacher/faculty created **responsive relationships with effective feedback** to support learner and teacher collegiality, collaboration and co-learning.	◯	◯	◯	◯	◯	◯
	Ineffective, insufficient or negative communication support or feedback		Respectful, responsive, available, and constructive		Excellent communication, collaboration, and detailed coaching	

	Poor	Unsatisfactory	Minimally Acceptable	Good	Superior	N/A
	1	2	3	4	5	N/A
The teacher/faculty was a **positive role model** for the learner as a clinician, teacher and professional.	◯	◯	◯	◯	◯	◯
	Poor role model causing ineffective or negative educational experience		Suitable role model in all areas		Exemplary role model in all areas demonstrating the highest standard	

	Poor	Unsatisfactory	Minimally Acceptable	Good	Superior	N/A
	1	2	3	4	5	N/A
The teacher/faculty created an **effective learning climate** providing clear expectations and balancing learning/teaching/assessments effectively.	◯	◯	◯	◯	◯	◯
	Reluctant to teach, set appropriate expectations, and address learning climate issues		Willing to teach and include learners respectfully with appropriate expectations in a positive learning climate		Enthusiastic, respectful, and proactive in ensuring positive climate and effective learning to learner needs regarding case mix	

Overall Rating of this Teacher

	Poor	Unsatisfactory	Minimally Acceptable	Good	Superior	N/A
	1	2	3	4	5	N/A
OVERALL rating for this teacher/faculty at this site/location/time (i.e., considering clinical teaching; respectful and responsive relationships and effective feedback; personal and professional model; learning climate).	◯	◯	◯	◯	◯	◯
	Significant limitations to suitability of this teacher	Limitations in this teacher's performance	Effective teacher enabling effective learning	Very effective, proactive teacher supporting positive learning	An exceptional role model as a teacher	

Comments

Teachers find comments to be the most valuable form of feedback because it allows them to reflect on and improve their skills. Comments are **mandatory** if you have given a rating of 1 or 2.

Describe STRENGTHS of this teacher/faculty:

Actions or Areas FOR IMPROVEMENT:

Other Comments: