



Johns Hopkins Teaching and Learning Curriculum Program

Resident Evaluation Form

Resident: Emily Carrell

Evaluator: Rachel Kruer

Teaching Activity: Precepting APPE student (activity B)

Date of Activity: December- WICU rotation

Please fill out only the appropriate sections based on activity type:

Activity A: large group lecture, small group discussion facilitation, formal presentations or interdisciplinary teaching

Activity B: precepting students

Criteria	Exceeds Competency	Meets Competency	Needs Improvement
<i>Audience (Activity A)</i>			
<ul style="list-style-type: none"> • Target audience is characterized • Audience's baseline knowledge and pre-requisites are evaluated for the learning activity • Materials and teaching methods appropriate for target audience 			
<i>Presentation and Communication Skills (Activity A)</i>			
<ul style="list-style-type: none"> • Has appropriate rate, tone and quality of speech • Limits use of fillers such as "um", "so", "ah" • Uses words and expressions within the learner's level of understanding • Speaks audibly in a well-modulated voice (appropriate volume and enunciation) • Does not rely solely on presentation content from slides or notes • Exhibits poise and composure 			
<i>Instructional Design (Activity A)</i>			
<ul style="list-style-type: none"> • Instructional design and methods are appropriate for audience and course • Uses variety of teaching materials and strategies to augment learning • Incorporates active learning strategies into instructional design • Organizes and presents subject matter in a clear and systematic way 			
<i>Classroom Management (Activity A)</i>			
<ul style="list-style-type: none"> • Maintains permissive, yet disciplined classroom atmosphere • Minimizes distractions to promote • Has systematic and orderly classroom routine • Arouses learner's interest and encourages active participation • Establishes appropriate instructor-learner relationship • Consistently challenges learners through the use of assignments and questions 			
<i>Learning Objectives and Expectations (Activity A)</i>			
<ul style="list-style-type: none"> • Learning activities and assessment criteria are presented and made clear to the learner • Objectives are clearly defined and written in an appropriate format 			

Learner Interaction (Activity A, Activity B)			
<ul style="list-style-type: none"> • Motivates learner to actively participate and encourage expansion of knowledge • Create positive learning environment • Adequately assesses learner's skills to determine appropriate learning and teaching strategies • Effectively utilize the four roles of practice-based teaching (direct instruction, modeling, coaching and facilitating) • Maintains appropriate relationship with learner • Allows learner time to process information and report answer (avoids hinting and revealing answers) • Attends to learner's questions and concerns 	X		
Content Expertise (Activity A, Activity B)			
<ul style="list-style-type: none"> • Demonstrates thorough knowledge of subject matter • Is fully prepared prior to learning activity • Does not rely on reference materials • When questioned, is able to appropriately respond with accurate information • Is able to provide detailed information beyond the scope of the activity or presentation 		X	
Utilizing Feedback/Self-Evaluation (Activity A, Activity B)			
<ul style="list-style-type: none"> • Creates and implements evaluation tool to assess learner's knowledge or understanding • Appropriately assesses own performance during activities and interactions with learners and adjusts appropriately if needed • Is able to use feedback from learners to improve subsequent teaching 		X	
Providing Feedback to Learners (Activity B)			
<ul style="list-style-type: none"> • Provides clear feedback (both verbal and written) to learner • Provides constant informal feedback • Provides learner with strategies to improve learning • Respect learner's privacy • Correct learner's mistakes in a productive and professional manner • Provides learner with detailed descriptions of strengths and areas of improvement in regards to performance 	X		

Additional Comments:

Emily motivates learners to be actively engaged, asks insightful questions to assist learners in getting to the right answer. She does a nice job “thinking out loud” to walk the learner through her thought process and to help the learner develop her own systematic approach to patient assessment and plan development. While Emily’s clinical database continues to expand, when questioned, she is not always able to provide detailed information beyond the scope of the activity. Emily was able to appropriately articulate to the learner the need for both of them to review material in more depth. Emily held the student accountable for revisiting the topic later in the day/week when I was present and they were both more familiar with the material. This was an excellent way to handle knowledge gaps. This may be a helpful tactic in the future as well, as no preceptor is able to know all. Emily also adeptly articulates both verbal and written constructive feedback. For continued growth, I have advised Emily to consider using specific examples when providing feedback so students are clear on what aspects of their performance are done well or requires improvement.