



Johns Hopkins Teaching and Learning Curriculum Program

Resident Evaluation Form

Resident: Emily Carrell

Evaluator: Rachel Kruer

Teaching Activity: Topic Discussion on Renal Replacement Therapies (activity A – small group)

Date of Activity: 12/18/15

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 	X		
<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 	X		
<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 	X		
<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 	X		
<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 	X		

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 appropriate 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 			

Additional Comments:

Emily did a very nice job leading a small group discussion. She did a nice job reviewing a complex topic. Her knowledge of the topic was good. There were only a few times where clarification or correction was provided. Emily engaged the audience through use of active learning questions. She used verbal and nonverbal cues from the audience to gage their understanding and provided clarification when necessary.