

### About your assessment of teachers

- It should be based on the described encounter(s) only.
- The LACT form is to provide feedback and commentary on teaching performance.
- Feedback to teachers is an important professional obligation of learners.
- Your assessments are confidential - with only anonymized aggregated summaries reported.

### How we will use the information

- Aggregated data is used to evaluate the teacher/faculty, rotation, and sites on a regular basis.
- Low scores are centrally monitored for needed confidential follow-up.
- Results of LACT scores are used to monitor, support and improve teaching practices for individual teachers, sites and clinical departments.

### Rating scale:

- 1-5 (low to high)
- Not Applicable (n/a) is permissible for all ratings *except* "OVERALL"
- Overall rating of 3 is the "Acceptable level of performance" for this assessment form

### Serious Incidents (i.e. Discussing, Disclosing or Reporting Mistreatment)

- This LACT form is **not** designed as a rapid response mechanism for serious incidents.
- If you have **experienced or witnessed** learner mistreatment or a serious incident of unprofessionalism in the MD Program/PGME learning environment or the MD Program/PGME community, please use the following link to learn more about our supports and resources (**including an anonymous or confidential online tool designed to allow medical learners at the Temerty Faculty of Medicine at University of Toronto to disclose or report mistreatment**). [Learner Mistreatment](#)

Educational Experience:

a)

### Teaching Format

- |                                               |                                    |                                                        |
|-----------------------------------------------|------------------------------------|--------------------------------------------------------|
| <input type="radio"/> Ambulatory/clinic       | <input type="radio"/> Diagnostics  | <input type="radio"/> Emergency/urgent care            |
| <input type="radio"/> Inpatient/ward          | <input type="radio"/> Office       | <input type="radio"/> Operating room                   |
| <input type="radio"/> Seminar/workshop        | <input type="radio"/> Simulation   | <input type="radio"/> Virtual care (i.e. phone, video) |
| <input type="radio"/> Other (please specify): | <input type="radio"/> Observership |                                                        |

### Teaching contact

Please estimate the amount of contact you had with the teacher using the description below:

- Brief** (e.g. single clinic, single lab/microscope session, a few 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	Acceptable	Good	Superior	N/A
	1	2	3	4	5	
The teacher/faculty provides <b>effective clinical teaching</b> that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective, unavailable, or impediment to learning		Good learning support matched to ability levels		Superior educational experience responsive to learner's level	

**Comments**

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

**Comments**

	Poor	Unsatisfactory	Acceptable	Good	Superior	N/A
	1	2	3	4	5	
The teacher/faculty was a <b>positive role model</b> for the learner as a clinician, teacher and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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	

**Comments**

	Poor	Unsatisfactory	Acceptable	Good	Superior	N/A
	1	2	3	4	5	
The teacher/faculty created an effective <b>learning climate</b> providing clear expectations and balancing learning/teaching/assessments effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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	

**Comments**

	Unsatisfactory Teacher	Weak Teacher	Acceptable Teacher	Good Teacher	Superior Teacher
	1	2	3	4	5
<b>OVERALL rating for this teacher/faculty at this site/ location/time</b> (i.e., considering clinical teaching; respectful and responsive relationships and effective feedback; personal and professional model; learning climate.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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**

**Describe STRENGTHS of this teacher/faculty**

**Actions or Areas FOR IMPROVEMENT**

**OTHER Comments**

Would you like to nominate your Preceptor for a FMLE teaching award?  
(You may select one award)

- I do not wish to nominate my Preceptor
- FMLE Excellence in Teaching
- FMLE Role Modeling Clinical Excellence

SAMPLETEXT - LACT ARE COMPLETED ON MEDSIS