



## TEMERTY FACULTY OF MEDICINE UNIVERSITY OF TORONTO

### Learner Assessment of Clinical Teacher (LACT)

#### 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](#)

#### 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): |                                   |  |

#### 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 **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

**Comments**

The teacher/faculty created **responsive relationships with effective feedback** to support learner and teacher collegiality, collaboration and co-learning.

**Poor 1**  
☐ Ineffective, insufficient or negative communication support or feedback

**Unsatisfactory 2**  
☐

**Acceptable 3**  
☐ Respectful, responsive, available, and constructive

**Good 4**  
☐

**Superior 5**  
☐ Excellent communication, collaboration, and detailed coaching

**N/A**  
☐

**Comments**

The teacher/faculty was a **positive role model** for the learner as a clinician, teacher and professional.

**Poor 1**  
☐ Poor role model causing ineffective or negative educational experience

**Unsatisfactory 2**  
☐

**Acceptable 3**  
☐ Suitable role model in all areas

**Good 4**  
☐

**Superior 5**  
☐ Exemplary role model in all areas demonstrating the highest standard

**N/A**  
☐

**Comments**

The teacher/faculty created an effective **learning climate** providing clear expectations and balancing learning/teaching/assessments effectively.

**Poor 1**  
☐ Reluctant to teach, set appropriate expectations, and address learning climate issues

**Unsatisfactory 2**  
☐

**Acceptable 3**  
☐ Willing to teach and include learners respectfully with appropriate expectations in a positive learning climate

**Good 4**  
☐

**Superior 5**  
☐ Enthusiastic, respectful, and proactive in ensuring positive climate and effective learning to learner needs regarding case mix

**N/A**  
☐

**Comments**

**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

**Unsatisfactory Teacher 1**  
☐

Significant limitations to suitability of this teacher

**Weak Teacher 2**  
☐

Limitations in this teacher's performance

**Acceptable Teacher 3**  
☐

Effective teacher enabling effective learning

**Good Teacher 4**  
☐

Very effective, proactive teacher supporting

**Superior Teacher 5**  
☐

An exceptional role model as a teacher

climate.)

positive  
learning

**Describe STRENGTHS of this teacher/faculty**

**Actions or Areas FOR IMPROVEMENT**

**OTHER Comments**

Would you like to support this  
teacher for recognition and/or an  
award?

☐ Yes  
☐ No

**Save**

**Submit**