



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:

<input type="radio"/> Brief (e.g. single clinic, single lab/microscope session, a few hours on-call, short OR shift)
<input type="radio"/> 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)
<input type="radio"/> 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.

<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 **responsive relationships with effective feedback** 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"/>
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 **positive role model** for the learner as a clinician, teacher and professional.

<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 **learning climate** providing clear expectations and balancing learning/teaching/assessments effectively.

<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

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

<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	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

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