

APPENDIX 1: LEARNER ASSESSMENT OF CLINICAL TEACHER (LACT) Form



Draft Final

Preamble

About using this LACT form for your assessment of clinical 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 – only anonymized aggregated summaries of the data will be 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 *"Minimum 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**). For MD learners: [see MD Learner Mistreatment](#); For PGME learners: [see PGME Learner Mistreatment](#)

Teaching format (pull down menu)

☐ Ambulatory/clinic	☐ Office	☐ Virtual care (i.e., phone, video)
☐ Diagnostics	☐ Operating room	☐ Other: (please specify)
☐ Emergency/urgent care	☐ Seminar/workshop	Text box option for 'Other'
☐ Inpatient/ward	☐ Simulation	

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 on-call shifts, 3+ weeks rotation)

Assessment of Clinical Teacher:

1. The teacher/faculty provides effective clinical teaching that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
Ineffective, unavailable, or impediment to learning		Good learning support matched to ability levels		Superior educational experience responsive to learner's level	
Comments					

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

3. The teacher/faculty was a positive role model for the learner as a clinician, teacher and professional.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
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					

4. The teacher/faculty created an effective learning climate providing clear expectations and balancing learning/teaching/assessments effectively.					
1 Poor	2 Unsatisfactory	3 Minimally Acceptable	4 Good	5 Superior	N/A
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					

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 climate.)				
1	2	3	4	5
Unsatisfactory Teacher	Weak Teacher	Acceptable Teacher	Good Teacher	Superior Teacher
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
1.	1.
2.	2.
3.	3.
OTHER Comments	