**LEARNING ENVIRONMENT**

<table>
<thead>
<tr>
<th>A. Created a respectful and open climate</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>1. Used respectful and inviting verbal and nonverbal language</td>
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<tr>
<td>2. Promoted discussion of opinions, including divergent ones</td>
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<table>
<thead>
<tr>
<th>B. Clearly communicated the importance of the topic and encouraged participant engagement throughout the presentation</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>3. Explained importance of topic throughout presentation</td>
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<td>4. From the beginning, stimulated participants’ interest in the topic (i.e. sharing practical advice, stories, challenges)</td>
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<td>5. Encouraged participants to examine their understanding and practice</td>
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<tr>
<td>6. Conducted formal or informal assessment of participants’ prior understanding of the topic throughout presentation</td>
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**COMMENTS:**

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**GOALS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>C. Set and communicated learner-centered, clear objectives appropriate for the time allotted</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>7. Objectives were actionable</td>
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<td>8. Session was organized around objectives.</td>
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**COMMENTS:**

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**CONTENT OF TALK**

<table>
<thead>
<tr>
<th>D. Demonstrated appropriate knowledge of the topic and used appropriate references</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>9. Used literature appropriately</td>
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<tr>
<td>10. Demonstrated appropriate knowledge of the topic</td>
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<table>
<thead>
<tr>
<th>E. Tailored presentation level to participants’ understanding of the material</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>11. Targeted teaching points to multiple learner levels</td>
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<tr>
<td>12. Related information to participants’ prior knowledge or experience</td>
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**COMMENTS:**

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**PROMOTION OF UNDERSTANDING AND RETENTION**

<table>
<thead>
<tr>
<th>F. Explained concepts and interrelationships clearly</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>13. Clearly explained concepts and reasoning</td>
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<td>14. Used clear, simple visual aids to demonstrate concepts</td>
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<td>15. Answered questions clearly and accurately</td>
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<thead>
<tr>
<th>G. Used effective questioning and interactive techniques to promote learning and probed for supporting evidence or participants’ thought processes</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>16. Used questions to encourage sharing of knowledge or ideas</td>
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<tr>
<td>17. Used questions to check for understanding of information taught. (i.e. pair or small group work, audience response system)</td>
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**COMMENTS:**

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**SESSION MANAGEMENT**

<table>
<thead>
<tr>
<th>H. Made efficient use of teaching time with appropriate pace and time spent on each objective and each component of the session</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<td>19. Spent adequate time on each objective and each component of the session</td>
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<td>20. Facilitated discussion while minimizing digressions</td>
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<thead>
<tr>
<th>I. Content was logically organized with smooth transitions to assist comprehension and retention</th>
<th>Not at all</th>
<th>Partially</th>
<th>Consistently</th>
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<tbody>
<tr>
<td>21. Organized content logically to progressively build participants’ understanding</td>
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**COMMENTS:**

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<tbody>
<tr>
<td>CLOSURE</td>
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<tr>
<td><strong>J. Summarized key concepts and lessons learned</strong></td>
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<td><strong>K. Explicitly encouraged further learning</strong></td>
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<tr>
<td><strong>22. Summarized key learning points</strong></td>
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<td><strong>23. Offered suggestions for further reading and/or learning activities</strong></td>
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**COMMENTS:**

**OVERALL TEACHING QUALITY:**
- novice
- novice/advanced beginner
- advanced beginner
- advanced beginner/competent
- competent
- competent/proficient
- proficient
- proficient/expert
- expert