**TEACHING EVALUATION**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Directions: For each criterion, mark the appropriate number corresponding with the scale shown below* ***indicating the student’s skill compared to that of an entry-level dietitian****.  Write suggestions to help the student improve in the comments section.*

***Rating Scale***

***1:*** *Not Competent:**Demonstrates minimal skills and has limited knowledge and/or critical thinking ability related to topic or concept. More learning experience is needed to meet a basic knowledge to start developing the skills for entry-level practice.*

***2-3:*** *Needs Improvement: Demonstrates skills below expectation for other students at this level of training. More learning experience is needed to demonstrate competency and critical thinking. Has mastered some aspects of the competencies or skills but more improvement and/or development are needed to attain the level of what is expected for entry-level practice.*

***4-5:*** *Competent: Demonstrates competency in all aspects of this competency, skill, or concept. Completed all requirements satisfactorily. Skills, knowledge, and critical thinking are still developing but appropriate for what is expected at this training level and for entry-level dietetics practice.*

***6-7:*** *Advanced Competent: Demonstration of skills, knowledge and critical thinking at a level above what is expected at current training and above that expected for entry-level dietetics practice.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **Needs Improvement** | | | **Competent** | | **Advanced Competent** | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Preparation** | | | | | | | |
| * Arranges date and time, reserves room. * Sets up needed equipment & supplies; any audiovisuals are tested and working. * Gives handouts and evaluation forms before starting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Uses effective presentation techniques** | | | | | | | |
| Presents ideas logically; uses good transitions between subtopics. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Speaks clearly with proper grammar/pronunciation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Uses terminology appropriate for target population. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Has good eye contact, limiting referral to notes. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| Speaks with authority on topic and with enthusiasm. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Projects voice and varies tone. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Poised, articulate, confident. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Incorporates a teaching method other than lecture/slides. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Uses audio/visual aids which strengthens & supports, rather than distracts from the message. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Incorporates relevant concepts and information** | | | | | | | |
| Provides accurate and complete explanation of key concepts. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Actively listens to participants; uses information gained to guide the education and discussion. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Presents comprehensive coverage of topic. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Appropriately altered presentation to meet the needs of the audience (considering audience’s life experiences, cultural diversity/competence/sensitivity, age, and educational background). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Assertively guides the education session yet is respectful of participant’s background and preferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Engages participants in education session. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Allows participants to talk and ask questions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Answers questions respectfully using evidence-based content. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **COMPETENCIES ADDRESSED IN THIS TASK/ASSIGNMENT** | | | | | | | |
| Comp 1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 6.1 Incorporates critical thinking skills in practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 6.3 Applies current research and evidence informed practice to services. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Overall Comments:**

1. What are the student’s strength and areas for improvement?

**Signatures**:

Preceptor/Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_