### Using a scale of 1 to 5 as shown, please circle the number that best represents your ability for each item below.

| Please rate your ability to… | Very Poor | Poor | Barely Acceptable | Good | Very Good |
| --- | --- | --- | --- | --- | --- |
| Teach relevant pathophysiology, pharmacology, and pharmacokinetic materials. | 1 | 2 | 3 | 4 | 5 |
| Incorporate active learning into teaching activities. | 1 | 2 | 3 | 4 | 5 |
| Write clear and specific learning objectives. | 1 | 2 | 3 | 4 | 5 |
| Provide practical or real-life examples to facilitate learners’ grasp of content. | 1 | 2 | 3 | 4 | 5 |
| Construct a professional-appearing formal lecture handout or slide set. | 1 | 2 | 3 | 4 | 5 |
| Formulate clear and effective test/quiz questions. | 1 | 2 | 3 | 4 | 5 |
| Use creative and innovative methods in explaining concepts. | 1 | 2 | 3 | 4 | 5 |
| Prepare materials and content to fit the specific needs of the audience. | 1 | 2 | 3 | 4 | 5 |
| Use a variety of teaching techniques/tools to fit learning styles of learners. | 1 | 2 | 3 | 4 | 5 |
| Effectively deliver a large group lecture. | 1 | 2 | 3 | 4 | 5 |
| Facilitate small group learning by guiding discussion. | 1 | 2 | 3 | 4 | 5 |
| Provide an interactive topic discussion with 1-2 learners. | 1 | 2 | 3 | 4 | 5 |
| Adjust teaching style to fit needs of individual, small group, or large group of learners. | 1 | 2 | 3 | 4 | 5 |
| Adjust teaching style to fit needs of learners with varying abilities or knowledge base. | 1 | 2 | 3 | 4 | 5 |
| Reinforce key concepts. | 1 | 2 | 3 | 4 | 5 |
| Anticipate questions received from an audience following a presentation. | 1 | 2 | 3 | 4 | 5 |
| Supply complete and accurate responses to questions. | 1 | 2 | 3 | 4 | 5 |
| Use active listening when communicating. | 1 | 2 | 3 | 4 | 5 |
| Formulate clear, open-ended questions. | 1 | 2 | 3 | 4 | 5 |
| Ask probing questions that stimulate critical thinking. | 1 | 2 | 3 | 4 | 5 |
| Assess a learner’s knowledge level. | 1 | 2 | 3 | 4 | 5 |
| Distinguish between poor, average, and good student performance. | 1 | 2 | 3 | 4 | 5 |
| Evaluate students in a consistent and objective manner. | 1 | 2 | 3 | 4 | 5 |
| Provide regular and consistent written feedback to students. | 1 | 2 | 3 | 4 | 5 |
| Provide regular and consistent oral feedback to students. | 1 | 2 | 3 | 4 | 5 |
| Communicate constructive criticism with sensitivity. | 1 | 2 | 3 | 4 | 5 |
| Accept constructive criticism from mentors, peers, and/or learners. | 1 | 2 | 3 | 4 | 5 |
| Provide specific and constructive feedback to peers and/or mentors. | 1 | 2 | 3 | 4 | 5 |
| Organize large amounts of information. | 1 | 2 | 3 | 4 | 5 |
| Encourage life-long learning in students. | 1 | 2 | 3 | 4 | 5 |
| Serve as an appropriate role model for pharmacy students. | 1 | 2 | 3 | 4 | 5 |