

Cincinnati Children's Hospital General Pediatrics Master Educator Fellowship Teaching Development Assessment Tool (TDAT)–INPATIENT

SKILL 3	Exhibiting learner centered teaching¹ A learner-centered teacher asks learners about their needs and aims to align the teaching method and content with the specific learner at hand. <small>¹ Adapted from <i>The Pediatrics Milestone Project</i> 2012, published by the ACGME and American Board of Pediatrics.</small>	<input type="checkbox"/> Exhibits some learner-centered teaching behaviors, but remains mostly teacher-centered ; <input type="checkbox"/> Rarely adapts their teaching to various learning styles; <input type="checkbox"/> Rarely does needs assessments with their learners.		<i>Novice to Beginner</i>
		<input type="checkbox"/> Occasionally displays learner-centered teaching behaviors; <input type="checkbox"/> Occasionally adapts their teaching to various learning styles; <input type="checkbox"/> Occasionally does needs assessments with their learners.		<i>Competent to Proficient</i>
		<input type="checkbox"/> Consistently displays learner-centered teaching behaviors; <input type="checkbox"/> Always adapts their teaching to various learning styles; <input type="checkbox"/> Consistently does needs assessments with their learners.		<i>Expert</i>
SKILL 4	Teaching to various levels of learners (Teaching to teams of learners)	<input type="checkbox"/> Observed teaching behaviors reflect skill and preference in teaching to one level of learners (e.g. always teaching to only medical students, interns, or seniors); <input type="checkbox"/> A particular level of learners does not appear engaged during rounds or a teaching session (e.g. observed doing other things, do not ask questions, daydreaming); <input type="checkbox"/> Rarely adapts their conversation to include multiple levels of learners (e.g. simplifies explanations for medical students).		<i>Novice to Beginner</i>
		<input type="checkbox"/> Observed teaching behaviors display teaching to all levels of learners , though still shows some preference to a particular level of learner ; <input type="checkbox"/> Occasionally all levels of learners appear engaged during particular points of teaching though not consistently and at all times; <input type="checkbox"/> Occasionally adapts their conversation to include multiple levels of learners.		<i>Competent to Proficient</i>
		<input type="checkbox"/> Consistently displays teaching behaviors to all levels of learners ; <input type="checkbox"/> All levels of learners appear engaged during bedside teaching and actively ask questions based on their learning levels (e.g. simplifies conversation for med students, asks advanced questions of senior); <input type="checkbox"/> Always adapts their conversation to include multiple levels of learners.		<i>Expert</i>
SKILL 5	Providing feedback to learners	<input type="checkbox"/> Rarely provides formative feedback during rounds or other patient care contacts focusing on behaviors; <input type="checkbox"/> Does not encourage learners to present their own self-assessment of their performance.		<i>Novice to Beginner</i>
		<input type="checkbox"/> Occasionally will provide feedback during rounds or other patient care contacts focusing on behaviors; <input type="checkbox"/> Occasionally will encourage learners to present their own self-assessment of their performance,		<i>Competent to Proficient</i>
		<input type="checkbox"/> Continually observed giving feedback (even simple) to learners about their performance during rounds or other patient care contacts focusing on behaviors; <input type="checkbox"/> Always incorporates learner self-assessment of their performance.		<i>Expert</i>
SKILL 6	Teaching physical exam (PE) skills at the bedside	<input type="checkbox"/> Rarely will have learners display their own physical exam skills and provide feedback; <input type="checkbox"/> Rarely makes efforts to model their own physical exam skills for teaching purposes.		<i>Novice to Beginner</i>
		<input type="checkbox"/> Occasionally will have learners perform physical exam techniques and provide feedback and tips; <input type="checkbox"/> Occasionally will model their own physical exam skills for teaching purposes.		<i>Competent to Proficient</i>
		<input type="checkbox"/> Consistently seeks out opportunities to have learners display their own physical exam skills and provides feedback; <input type="checkbox"/> Regularly models their own physical exam skills for teaching purposes.		<i>Expert</i>

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