Virginia Commonwealth University School of Pharmacy
Teaching and Learning Certificate Program
2025-2026

Program Coordinator(s)

VCU Coordinator
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Site Coordinators
The site coordinators are listed in **Appendix A**.

Rationale for the Program

Many residents graduating from the pharmacy residency programs will choose careers with teaching responsibilities. The purpose of the VCU Teaching and Learning Certificate program is to provide formal training that prepares pharmacy residents for this educator role in both the experiential and didactic settings.

Program Objectives

Participants in this program, upon its completion, will be able to do the following:

1. Describe basic concepts in current pedagogical theory pertaining to pharmacy education
2. Devise a plan for effective teaching within the didactic and experiential settings to achieve clearly defined student outcomes
3. Compare and contrast teaching methods used in the large classroom and small group settings
4. Develop an approach to implement instruction within the didactic and experiential settings, including distance learning
5. Participate in and evaluate the current VCU method to assess educational activities
6. Compose a teaching philosophy that clarifies one's own purpose and goals related to teaching
7. Identify strategies for continued self-improvement related to pharmacy education

Text and Other Resources

A text for this program is not required, although residents will have reading assignments.

Program Structure and Requirements

The program is centrally coordinated by the VCU Coordinator who works with each site coordinator. The site coordinators are responsible for the progress of the resident(s) at their respective site and will conduct the final portfolio assessment. They will coordinate specific teaching activities during the year in concert with course coordinators at the VCU School of Pharmacy for didactic instruction, and the residency program directors and preceptors at their specific site for experiential teaching and clinical education. Residents must complete all activities, at a satisfactory level of performance, to receive a program certificate at the conclusion of the residency year. The completion of the program is expected in one residency year.

1. **Attend and participate in teaching-related educational seminars**

Teaching and learning seminar topics generally address three processes: 1) planning for effective teaching, 2) implementing teaching and learning, and 3) assessing student learning. Residents must attend at least 80% (i.e., 8/10 equivalent) of the sessions + 1 of the 2 Live Zoom sessions held in the Fall and Spring semesters. These sessions will be interactive discussions and residents may be expected to complete a reading or other assignment related to the topic beforehand. The sequence of topics with potential session leaders for year is presented in **Appendix B**.

**Any resident who misses the ON SITE Educational Sessions in July will need to complete the following to make this up:
    1. Attend ALL educational sessions, which would include both Zoom sessions (this equates to 6 asynchronous sessions + 2 Zoom sessions versus the required 8 educational sessions + 1 Zoom).
    2. Sign up for an <u>additional two (2)</u> Foundations sessions (total of 8 sessions instead of 6).

2. **Co-precept at least one (1) Advance Pharmacy Practice Experience (APPE) student**

The site coordinators will work with their residency program directors and preceptors to determine the best rotation(s) for experiential teaching. The resident will have one "APPE co-precepting" month, where they co-precept up to two (2) students. PGY1 residents will not be independent "preceptors-of-record" nor "co-preceptors of record" but will perform co-precepting responsibilities. If sufficient student availability and schedules permit while meeting residency requirements, the resident may co-precept for a second rotation.

The supervising preceptor (preceptor-of-record) will provide instructional guidance to the resident throughout the APPE co-precepting rotation experience. In addition to completing the standard APPE evaluation form, the precepted student (**Appendix C**) and supervising preceptor (**Appendix D**) will evaluate the resident using the Experiential Teaching Evaluation Forms. The co-precepting resident will place a copy of each evaluation and comments in his/her teaching portfolio.

If there are NOT sufficient student rotations at the site for residents to serve as a co-preceptor, residents should engage in some or all of the following:
*   Active involvement in IPPE experiences
*   Facilitating a minimum of three (3) topic discussions for other experiential students or paid interns
*   Participating as a mentor for a residency-bound pharmacy student
*   Hosting a minimum of three (3) topic discussions for pharmacy technicians (if no students available at site)

3. **Deliver instruction and participate in a minimum of six (6) Foundations course sessions**

Residents' will provide instruction at the VCU School of Pharmacy or involve VCU Pharmacy P1-P3 students at other sites, in six Foundations (skills lab) sessions. These will occur in two or more of the Foundations series courses. The structure and content will be developed by the respective Foundations course coordinator(s). The topic and date/time of these Foundations course sessions will be determined via the resident signing up through the SignUp Genius link that is sent per semester. Some sessions may be conducted through distance learning (e.g., Zoom). For Foundations sessions in the Smith Building, residents' travel to Richmond may be accommodated with two sessions in one day when possible. Residents may participate in additional Foundations courses. The feedback form for Foundations Courses participation is included as **Appendix E** (This *may* be completed via Google Doc for but will be this same evaluation). *Note: feedback forms may not be provided for virtual activities or those occurring in the Patient Assessment or Evidence Based courses.*

4. Design and deliver one (1) continuing education program presentation

Each resident will follow the expectations set forth at his/her site for their continuing education (CE) program presentation. The presentation should be to a large audience and be ACPE-approved. CE presentations will be assessed by the site coordinator and the resident's program director (and/or a site-specific CE coordinator if applicable). The portfolio should include: (1) Copy of the presentation; (2) copy of assessment questions; (3) all completed CE evaluation forms – **Appendix F** (or a complete summary including the comments for each session). *Variation in the completion of the CE requirement (e.g., not ACPE-approved) must be approved in advance by the VCU Coordinator.*

Each CE must include the following:
1. Five post-assessment questions with rationales provided for the answers
2. Active learning incorporated in the presentation

5. Design and deliver three (3) journal club reviews or case conference discussions for residents and pharmacy preceptors

Each resident will follow the expectations established at his/her site for case conference and journal club program presentations. Journal club and case conference presentations will be assessed by the resident's program director or site coordinator (and/or any site-specific conference coordinator if applicable). The resident will place a copy of each completed evaluation form (or a complete summary including comments for each session) in his/her teaching portfolio. Variation in the completion of this requirement must be approved in advance by the VCU Coordinator. **Appendix F** is an option for sites to use for evaluation unless a site-specific evaluation form is used.

6. Write a reflective essay and post on Padlet Discussion Board and respond to at least two (2) other's posts.

Each participant is required to write an 750-1000-word essay to be posted on the Padlet. Essays can be written about any journal article (recommended), book, website, newspaper article, online news report, or other media that relates to educational theory or practice. The essay should briefly describe the material discovered and postulates how this information should be applied/used by educators, as well as list the specific reference sources (using appropriate reference citation procedures) and contain hyperlinks to the source materials on the Internet (when available). Each participant is assigned a specific due date to submit their blog submission on the Discussion Board in Padlet.

Participants must also respond to two (2) other resident's essays within the Discussion Board to create a safe place for conversation about educational theory or practice.

Recommended journals for finding an article include:
- American Journal of Pharmaceutical Education
- Currents in Pharmacy Teaching and Learning

Recommended books (for those with additional academic interests) include:
- Davis BG. Tools for Teaching (2nd Edition). San Francisco, CA: Jossey-Bass, 2009.
- Filene P. The Joy of Teaching. A Practice Guide for New College Instructors. Chapel Hill, NC: University of North Carolina Press, 2005.
- Zgarrick DP. Getting Started as a Pharmacy Faculty Member. 2010.

7. Develop and deliver a minimum of one (1) contact hour of didactic lecture – OPTIONAL BUT HIGHLY RECOMMENDED

This element is not required, but highly recommended. Residents' lectures (or similar educational experiences) may occur at the VCU School of Pharmacy or alternative sites and audiences associated with the resident's organization; these may or may not involve VCU Pharmacy P1-P3 students. If at the VCU School of Pharmacy, a lecture will be selected from a list pre-determined for the residents by the faculty. Each resident's lecture topic will be approved by his/her site coordinator and residency program director. For each lecture, the resident will identify a content advisor if one is not pre-assigned. The resident will submit the lecture/session materials (e.g., slides, handouts, exam questions) to the content advisor for review and approval in advance, and in agreement with a defined timeline. For many lectures in various programs, especially for Fall courses, the lecture content may be predetermined in preparation for the starting semester.

The resident will submit the following information for the lecture to the site coordinator and their residency program director after a topic and content advisor have been identified:

1. Education topic (i.e., actual title) and learning environment (e.g., traditional lecture or active learning; live or asynchronous)
2. Course and location
3. Date and time of lecture
4. Lecture content advisor

The lecture content advisor will attend and evaluate the lecture using the "Didactic Teaching Evaluation Form" provided in **Appendix F**. Additionally, the resident's program director (or the site coordinator or the course coordinator) will attend and complete another evaluation form. At the conclusion of the lecture, the content advisor and program director (or site coordinator or course coordinator) will provide feedback to the resident. Students will evaluate residents according to each course's evaluation policy. The site or course coordinator will forward any students' evaluations or a summary to the resident when available. The resident will place a copy of all evaluations in his/her teaching portfolio.

8. Mentor a resident-interested student pharmacist. OPTIONAL BUT HIGHLY RECOMMENDED

Throughout one's career, no matter what type of institution one works for, there will be teaching in the form of mentorship. To build upon those skills, students will be paired with a P4 student who has expressed interest in residency or fellowship. Over the course of the year, the resident will be able to mentor this student through the preparation process, and as they prepare for graduation. These students are all paired with a faculty mentor. Where possible, it is recommended to hold at least one mentoring session with the faculty mentor.

9. Compose and submit a teaching portfolio for formal review

A teaching portfolio is more than a simple compilation of teaching activities. The portfolio should accurately highlight the resident's teaching accomplishments in a myriad of settings. It documents the depth and breadth of the resident's teaching ability as well as reflection and growth. The expectations for the teaching portfolio, and its utility for determining success in the program, are provided in **Appendix G**. The portfolio will include the following, which should be presented as outlined in a separate table of contents page for the resident's actual portfolio:

1. Statement of teaching philosophy [note: resident must not paraphrase or quote others]
   a. Recommended to utilize **Appendix H** (rubric) for ensuring inclusion of appropriate points in Teaching Philosophy

2. Didactic instruction (include didactic lecture here, if completed)
   a. Learning objectives and examination questions (where appropriate)

b. Evaluations (faculty members and students)

3. Experiential teaching
    a. Supporting materials (e.g., topic discussions, schedules)
    b. Evaluations (faculty members and students)

4. Mentorship experiences [OPTIONAL]
    a. Summary of meetings and guidance provided

5. Foundations course instruction
    a. Outline of courses and hours
    b. Evaluations (faculty members and students)

6. Continuing education program
    a. Supporting materials (e.g., copy of presentation, assessment questions)
    b. Evaluation (faculty members/preceptors, students, and fellow residents)

7. Journal club and case conference programs
    a. Supporting materials (e.g., copies of handouts and presentations)
    b. Evaluation (faculty members/preceptors, students, and fellow residents)

8. Educational Theory Essay

9. Other teaching activities (e.g., IPPE participation, other pertinent programs)

    a. Supporting materials
    b. Evaluation (faculty members, students, and fellow residents)

A teaching portfolio binder with hard copies, or an electronic version with file copies, of the aforementioned documents will be prepared. The overall performance of the resident in the program will be evaluated using **Appendix G**. The site coordinators will complete the review and send the summary to the VCU Coordinator. In general, final portfolios are due **no later than the first Friday in June**; site-specific deadlines may vary.

Appendix A: VCU Teaching and Learning Certificate Program
Site Coordinators, 2025-2026

Site	Coordinator	Email
VCU Health	Dr. Tammy Nguyen	Tammy.nguyen@vcuhealth.org
UVA Health System	Dr. Katelyn Hipwell	KMP4S@hscmail.mcc.virginia.edu
VAMC-Richmond	Dr. Michael Geisel	Michael.Geisel@va.gov
VAMC-Hampton Roads	Dr. Jamie Cook	Jamie.Cook@va.gov
Sentara-Norfolk General	Dr. Lisa Walker	LKWALKER@sentara.com
Sentara-Martha Jefferson	Dr. Meg Taylor	MNTAYLOR@sentara.com
Bon Secours – St. Mary's	Dr. Emily Hand	Emily_Hand@bshsi.org
HCA – CJW	Dr. Megan Sarashinsky	megan.sarashinsky@hcahealthcare.com
	Dr. Courtney Wallace	Courtney.Wallace2@hcahealthcare.com
Riverside Health System – Inpatient and Community	Dr. Brad Heidenthal	Brad.Heindenthal@rivhs.com
	Dr. May Nicholson	May.Nicholson@rivhs.com
	Dr. Cindy Coffey	Cynthia.Coffey@rivhs.com
Chesapeake Regional	Dr. Ryan Titus	Ryan.Titus@chesapeakeregional.com
HCA - Henrico Doctors	Dr. Rebeccah Collins	Rebeccah.Collins@hcahealthcare.com
	Dr. Amy Cook	Amy.Cook@hcahealthcare.com
VCU School of Pharmacy Community Residency	Dr. Kelly Goode	jrgoode@vcu.edu
INOVA – Fairfax	Dr. Lauren Albertina	Lauren.Albertina@inova.org
INOVA – Alexandria	Dr. Jenna Pham	Jenna.Pham@inova.org
INOVA – Mount Vernon	Dr. Kristin Marge	Kristin.Marge@inova.org
	Dr. Evan Hurley	Evan.Hurley@inova.org
INOVA – Pharmacy Plus Community	Dr. AnnMarie Franklin	Annmarie.Franklin@inova.org
Mary Washington Healthcare	Dr. Rebecca Steves	Rebecca.Steves@mwhc.com

Appendix B: VCU Teaching and Learning Certificate Program
Session Schedule

Summer Sessions (REQUIRED)

Date: Friday, July 18th
Location: Smith 103

       8:00am – 8:45am: Welcome and Overview of the Teaching & Learning Certificate
          Speaker: Dr. Lauren Pamulapati

       8:45am – 9:00am: School Tour for Fall Teaching
          Lead: Dr. Lauren Pamulapati

       9:00am – 10:30am: Learners as Teachers – Learning Climate (1)

       10:30am – 10:45am: BREAK

       10:45-12:15: Communication of Goals (2)

       12:15pm – 1:15pm: Lunch (on your own)

       1:15pm – 2:45pm: Promotion of Understanding & Retention (3)

       2:45pm – 3:00pm: BREAK

       3:00pm - 4:30pm: Evaluation/Feedback (4)

       4:30pm – 4:45pm: Closing remarks
          Speaker: Dr. Lauren Pamulapati

Pre-recorded Sessions (Must watch at least 4 – each video is LINKED)

- [KISS: Making Complex Concepts Easy for Students to Learn](#) (Dr. Flurie and Dr. Van Tassel) (5)
- [Experiential Teaching](#) (Dr. Rucha Bond) (6)
- [Continuing Education Requirements – Writing Assessments](#) (Dr. Evan Sisson) (7)
- [Developing a Teaching Philosophy and Portfolio](#) (Dr. Lauren Pamulapati) (8)
- [Careers in Academia](#) (Dr. Leigh Anne Gravatt) (9)
- [The Scholarship of Teaching and Learning](#) (Dr. Krista Donohoe) (10)

Zoom Sessions – Must attend ONE (1)

- FALL Zoom Night Session: Date and Time TBD
  - Topic: Assessments in Clinical & Didactic Settings + Fairness in Grading
- SPRING Zoom Night session: Date and Time TBD
  - Topic: Pathways to Academia and Careers in Academia

TOTAL SESSIONS = 10 with 2 Live zoom sessions; required to attend/watch 8/10 learning sessions + at least 1 Live Zoom Session

Appendix C: VCU Teaching and Learning Certificate Program
Experiential Teaching Evaluation Form - STUDENT

Resident/Fellow Name:	
Date of Teaching:	
Student Evaluator:	
Date of Evaluation:	

Indicate level of agreement with each statement:

Statement	Strongly Agree	Agree	Disagree	Strongly Agree
I felt "safe" with my resident preceptor when I was learning something new or asked for assistance if I wasn't sure about things.				
My resident preceptor is confident and proficient in his/her preceptor role.				
My resident preceptor is a good role model and teacher.				
My resident preceptor understood my learning style and used it when teaching new skills with me.				
My resident preceptor is a good "coach" – not always giving me the answer but asking questions or encouraging me to think it through myself.				
My resident preceptor role modeled setting priorities for care of a patient and adjusted them if a patient's situation changed.				
My resident preceptor was interested in my learning goals and helped me achieve them.				
My resident preceptor provided regular feedback to me on my performance, in a caring and respectful manner.				
My resident preceptor provided with me with a schedule (daily/weekly activities).				
My resident preceptor communicated expectations of me clearly.				
1-2 areas the resident excelled that enhanced student learning:				
1-2 areas the resident could continue to improve upon to enhance student learning:				

Additional comments from student:

Student signature_____
Date_____

Resident preceptor signature_____
Date_____

Appendix D: VCU Teaching and Learning Certificate Program

Experiential Teaching Evaluation Form – SUPERVISING PRECEPTOR

Resident: _____   Date: _____

Rotation: _____   Evaluator: _____

Resident served as Preceptor-of-Record
❑ Yes   ❑ No

Rate the following variables using this scale (provide written comments on the reverse side):
1 = Unsatisfactory   2 = Needs improvement   3 = Satisfactory   4 = Exceeds expectations   5 = Superior

Professionalism					
Reliable and dependable	1	2	3	4	5
Punctual	1	2	3	4	5
Effectively used time and prioritizes responsibilities	1	2	3	4	5
Respective and cooperative	1	2	3	4	5
Accepted and applied instructive feedback	1	2	3	4	5
Not judgmental	1	2	3	4	5
Communicated assertively	1	2	3	4	5
Diplomatic	1	2	3	4	5
Demonstrated confidence	1	2	3	4	5
Teaching					
Expectations clearly communicated	1	2	3	4	5
Schedule provided to students (daily/weekly activities)	1	2	3	4	5
Arranged the necessary learning opportunities to meet objectives	1	2	3	4	5
Clearly communicated knowledge to the students	1	2	3	4	5
Served as a pharmacy practice role model	1	2	3	4	5
Gave feedback on a regular basis	1	2	3	4	5
Available when the students needed him/her	1	2	3	4	5
Displayed interest in the students	1	2	3	4	5
Displayed enthusiasm for teaching	1	2	3	4	5
Displayed dedication to teaching	1	2	3	4	5
Encouraged self-directed learning	1	2	3	4	5
Provided constructive feedback to students	1	2	3	4	5

Comments or suggestions: _____

_____

_____

_____

_____

Appendix E: VCU Teaching and Learning Certificate Program
Foundations Course Teaching Evaluation Form <mark>[NOTE: May be provided as Google Doc Form]</mark>

Resident: _____   Date: _____

Topic: _____   Evaluator: _____

Rate the following variables using this scale (provide written comments on the reverse side):
1 = Unsatisfactory   2 = Needs improvement   3 = Satisfactory   4 = Exceeds expectations
N/A = Not Applicable/Observed

Professionalism					
Punctual	1	2	3	4	N/A
Demonstrated preparedness for activity	1	2	3	4	N/A
Effectively used time and prioritized responsibilities	1	2	3	4	N/A
Respectful and cooperative	1	2	3	4	N/A
Demonstrated confidence	1	2	3	4	N/A
Not judgmental	1	2	3	4	N/A
Communicated assertively	1	2	3	4	N/A
Modeled professional demeanor and maintained appropriate boundaries	1	2	3	4	N/A
Accepted and applied instructive feedback	1	2	3	4	N/A
Evaluation					
Displayed interest in the students	1	2	3	4	N/A
Provided constructive feedback to students	1	2	3	4	N/A
Provided clear/concise answers when student asked a question	1	2	3	4	N/A
Provided rationale for student score on evaluation form	1	2	3	4	N/A
Managed encounter with student to not exceed time allotted	1	2	3	4	N/A
Facilitation					
Clearly communicated knowledge to the students	1	2	3	4	N/A
Consistently engaged and included all students	1	2	3	4	N/A
Encouraged participation from all students	1	2	3	4	N/A
Adequately answered student's questions	1	2	3	4	N/A
Paced time of activity to ensure completion without being rushed or ending too early	1	2	3	4	N/A

Comments or suggestions: _____

Appendix F: VCU Teaching and Learning Certificate Program
Didactic Teaching Evaluation Form

Resident: _____   Date: _____

Topic/Course: _____   Evaluator: _____

❑Traditional lecture   ❑Active learning environment (describe)
_____

Rate the following variables using this scale (provide written comments on the reverse side):
1 = Unsatisfactory   2 = Needs improvement   3 = Satisfactory   4 = Exceeds expectations   5 = Superior

Objectives						
Defined knowledge/skill to be acquired by learner	1	2	3	4	5	NA
Used active words to specify a measurable outcome	1	2	3	4	5	NA
Specified a target level of desired achievement	1	2	3	4	5	NA
Presentation						
Clear and related to objectives	1	2	3	4	5	NA
Targeted to audience	1	2	3	4	5	NA
Included sufficient background for the learner	1	2	3	4	5	NA
Included a manageable amount of pertinent information	1	2	3	4	5	NA
Had a structured flow and logical order	1	2	3	4	5	NA
Utilized principles of evidence-based medicine & deductive reasoning	1	2	3	4	5	NA
Provided relevant information that learners can apply to practice	1	2	3	4	5	NA
Included an accurate conclusion and summarized important points	1	2	3	4	5	NA
Adequately answered learners' questions	1	2	3	4	5	NA
Style						
Captured audience's attention	1	2	3	4	5	NA
Delivered at an adequate speed	1	2	3	4	5	NA
Altered voice tone and used inflection	1	2	3	4	5	NA
Maintained eye contact with audience	1	2	3	4	5	NA
Avoided over-reliance on notes	1	2	3	4	5	NA
Used transitional statements	1	2	3	4	5	NA
Minimized distracting behaviors/gestures	1	2	3	4	5	NA
Handout and Visual Aids						
Materials well organized	1	2	3	4	5	NA
Materials added benefit to presentation	1	2	3	4	5	NA
Slides added value to presentation	1	2	3	4	5	NA
Font and color scheme were appropriate; no typographical errors	1	2	3	4	5	NA
References provided on presentation materials	1	2	3	4	5	NA

Questions and Answers						
Questions repeated for audience clarification	1	2	3	4	5	NA
Provided clear/concise answers	1	2	3	4	5	NA
Answers added to audience comprehension	1	2	3	4	5	NA
Provided answers demonstrated extent of knowledge	1	2	3	4	5	NA

Appendix G: Teaching and Learning Certificate Program
Portfolio Completion Evaluation (2025-2026)

Requirement	Details		Completion Date
Attend and participate in (>80%) 8 out of the 10 of the teaching-related educational seminars + at least 1 Zoom Debrief. Place a check box in each of the sessions attended.	Session Title	Attended	
	(1) Learning Climate (July Session)		
	(2) Communication of Goals (July Session)		
	(3) Promotion of Understanding & Retention (July Session)		
	(4) Evaluation & Feedback (July Session)		
	(5) KISS: Making Complex Concepts Easy for Students to Learn		
	(6) Experiential Teaching		
	(7) Developing a Teaching Philosophy/ Portfolio		
	(8) Continuing Education Requirements – Assessments		
	(9) Careers in Academia		
	(10) Scholarship of Teaching/Learning		
	Zoom Debrief (list date attended) - Option 1: Assessments in Clinical & Didactic Settings + Fairness in Grading - Option 2: Pathways to Academia and Careers in Academia		
Co-precept at least 1 APPE student. Checklist should include the student's name(s)/block(s) precepted. Portfolio should include Experiential Teaching Evaluation Forms (Appendix C & D).			
Deliver instruction and participate in minimum of six (6) Foundations course sessions. Checklist should include session title and number of hours. Portfolio should include each Foundation session evaluation form. Forms may not be available for PHAR 566 (Evidence Based) and (PHAR 541 (Patient Assessment).	1		
	2		
	3		
	4		
	5		
	6		
Design and deliver 1 CE program presentation. Checklist should include name of presentation and date presented. Portfolio should include all evaluation forms + slides from presentation.			
Post at least 1 original discussion post + reply to at least 2 posts. Checklist should include the topics and dates of the posts. Portfolio should include original post.	Original Post:		
	Response Post #1:		
	Response Post #2:		

Design and deliver at least 3 journal club reviews or case conference discussions for residents and pharmacy preceptors. Checklist should include the name of the session + dates provided. Portfolio should include evaluation forms provided from site + any handouts or slides utilized during presentations.	Date	Session Type and Title	Category completed
OPTIONAL: Develop and deliver 1 contact hour of didactic lecture. Checklist should include date and name of lecture. Portfolio should include Learning objectives, slides, assessment questions, and Didactic Teaching Evaluation Form (Appendix F).			
OPTIONAL: Serve as a mentor to a residency-bound student pharmacist assigned from the School of Pharmacy. Checklist should include the student's name(s). Portfolio should include description of activities/meetings held with the student.			
Teaching Philosophy Portfolio should include a copy of the resident's teaching philosophy.	*Feedback from site coordinator:*		

On my honor, I attest that the above requirements have been satisfied for completion of the Teaching and Learning Certificate administered by VCU School of Pharmacy.

Resident Signature: _____

Date: _____

The contents of the Teaching Portfolio have been verified.

T&L Certificate Site Coordinator Name: _____

T&L Certificate Site Coordinator Signature: _____

Date: _____

Please return this completed and signed form AND Teaching Philosophy to the T&L Certificate Director, Lauren Pamulapati, via email by the **first Friday in June**. Email: lgpamulapati@vcu.edu

Appendix H: Teaching philosophy rubric

	4 = Excellent	3 = Very Good	2 = Good	1 = Fair	SCORE
Why do you teach?	Effectively describes what draws them to teaching and includes *at least 2 specific examples* (i.e., what the resident finds valuable & worthwhile or an anecdote).	Effectively describes what draws them to teaching and includes *at least 1 specific example*.	Mentions why they are drawn to teaching; however, author only provides *general examples*.	Student broadly mentions why they are drawn to teaching. No examples provided.	
What do you want to teach?	Provides *at least 2 specific areas of interest in teaching* and explains why these are their interest areas. The why should include past experiences and/or what they hope to achieve when teaching.	Provides *at least 1 specific areas* of interest in teaching and explains why these are their interest areas. The why should include past experiences and/or what they hope to achieve when teaching.	***Broadly*** identifies interest areas (ex: critical care vs. sedation). There is limited discussion about why the author is interested in this area.	***Broadly*** identifies interest areas (ex: critical care vs. sedation). There is no discussion about why these are the author's interest areas.	
How do you teach?	Provides at least *2 specific examples* of teaching methods and strategies author uses to meet their objectives, including the type of teaching (i.e., lecture vs. small group) that they prefer. Additionally, author addresses how they have best learned at this point in their career and how this will translate into their future teaching.	Provides at least 1 specific example of teaching methods and strategies they use to meet their objectives. Author also addresses the type of teaching (i.e., lecture vs. small group) that they prefer.	Broadly explains teaching methods and strategies they use to meet their objectives; however, no specifics are discussed. Author also addresses the type of teaching (i.e., lecture vs. small group) that they prefer.	Broadly explains teaching methods and strategies they use to meet their objectives; however, no specifics are discussed. Author does not address the type of teaching (i.e., lecture vs. small group) that they prefer.	
How do you measure effectiveness of teaching?	Discusses how they self-reflect on their teaching. Addresses how they measure others teaching and how this will translate into their evaluation of themselves in the future. Additionally, addresses how they plan to improve their teaching throughout their career.	Discusses how they self-reflect on their teaching. Addresses how they measure others teaching and how this will translate into their evaluation of themselves in the future.	Broadly discusses evaluation methods, but they do not apply these methods to how they would evaluate themselves.	Skims the surface or has not mention of evaluation methods.	
Grammar	Minor grammatical mistakes, but there are no mistakes that distract from the overall message.	Less than 5 grammar mistakes.	Greater than 5 grammar mistakes but no mistakes that distract from the overall message.	Many grammar mistakes that are distracting to the overall message.	
TOTAL					