### Criteria Organiser

In this format the left-side column is pre-populated with criteria of ‘good teaching’ drawn from the literature and, if amended to include it, the observer’s own experience. While this organizer should not be used as a checklist, and observers will still need to describe and supply evidence for the different criteria, this organizer offers a bit more structure but less flexibility than the other formats. It may be particularly useful to someone doing their first peer observation or observing a class in a very different discipline or teaching style from their own.

Note: You ***should not expect each of these criteria to be demonstrated*** in a given class. Some will be more visible than others depending on the professor’s goals and the course context. Observers should be looking for evidence of these practices, but they should not expect to see all of them in any given class visit.

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| **CRITERIA ORGANISER** |
| **Yale-NUS College Peer Observation of Teaching Organiser** |
| **Observed Faculty Member** |  |
| **Observing Faculty Member** |  |
| **Course Number and Title** |  |
| **Type of Class**  |  |
| **Number of Students** |  |
| **Date of Observation** |  |

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| **CRITERIA** | **OBSERVATIONS/ EVIDENCE** |
| **Learner Environment** |  |
| Instructor gets to know the learners |  |
| Identifies the learners’ needs |  |
| Demonstrates enthusiasm for teaching |  |
| Builds on learners knowledge and skill  |  |
| Encourages learners to voice uncertainty and ask questions |  |
| Teachers to the range of learner levels |  |
| Other |  |
| **Learner Engagement** |  |
| Fosters active learning by asking open-ended, analytic, or evaluative questions |  |
| Encourages learners to share information and experiences |  |
| Elicits learner’ thought process |  |
| Encourages learners to ask questions and discuss issues |  |
| Acknowledges different cultural approaches to class participation |  |
| Encourages learners to pursue and critically appraise the literature |  |
| Other |  |
| **Session Management**  |  |
| Communicates clear goals and agenda for the session |  |
| Modifies session plans in response to learners’ needs |  |
| Organizes the session appropriately |  |
| Uses white board, slides, tech effectively |  |
| Keeps track of time |  |
| Other |  |
| **Teaching Method** |  |
| Challenges learners’ assumptions and explores their reasoning |  |
| Highlights key teaching points or core concepts |  |
| Discuss complex issues in concise and logical manner |  |
| Models and encourages critical thinking |  |
| Models and encourages articulate and respectful communication  |  |
| Cites examples from the homework/literature |  |
| Concludes session with summary of key points |  |
| Facilitates teamwork and student-to-student learning |  |
| Other |  |
| **Intercultural Context** |  |
| Invites all identities/demographics into discussion (if applicable) |  |
| Creates modes of engagement appropriate to diverse student backgrounds |  |
| Creates encouraging environment for intercultural learning among students |  |
| **Course Context** |  |
| Is this the faculty member’s first time teaching this course, or this subject? |  |
| Is this a common curriculum course? |  |
| Overall Comments |  |