This optional form can be adapted by departments for use in a classroom observation situation and offers potential questions and guidelines to facilitate the practice of the peer review of teaching. It is meant to assist faculty members who are observing a class and provides suggestions for a pre-observation meeting, the classroom observation, and the post-observation meeting.

**Course Information**

Instructor: ______________________  Observer: ______________________

Course: ______________________  Topic: ______________________

Class Time/Room:_______________  Date: _________________

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**Pre-Observation Meeting**

The following are questions that can be asked of the instructor in the pre-observation meeting. Based on this discussion, and a discussion of the unique criteria for effective teaching established by their department, the observer and instructor identify 2--3 aspects of the class on which the observer will focus:

- What do you want the students to have learned by the end of this class?
- How will class time be used? What can I, as the observer, expect to see?
- How does this class fit in with the overall course?
- What preparations for this class have the students been required to perform?
- Are there specific aspects of the class on which you would like to receive feedback?

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For more information please contact the Center for Teaching Innovation at:

http://teaching.cornell.edu  607-255-7224  cornellcti@cornell.edu
Classroom Teaching Observation Notes

Sample criteria to guide classroom observations are provided in the “Guidelines for the Peer Review of Teaching” document.

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Post-Observation Meeting

The following are provided to help guide the post-observation discussion.

☐ How well did students learn what the instructor intended them to learn in this class?

☐ What went well?

☐ What challenges were there?

☐ What might be changed for the next time?

☐ Discuss any additional points that were raised in the pre-observation meeting.

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Additional Notes

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