

# Class Observation Protocol<sup>1</sup>

## Germanic & Slavic Languages & Literatures Language Courses

<b>Instructor:</b>	
<b>Course Name:</b>	
<b>Course Number/Section:</b>	
<b>Date/Time/Room/Bldg:</b>	
<b># of students enrolled/# of students who attended:</b>	
<b>Observer:</b>	

<b>Did the observer receive and review the syllabus, assessment materials, and access to the learning management site prior to class?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>(a) Does the syllabus include the Required Syllabus Statements (i.e. Disability Accommodation; Religious Holidays; Classroom Behavior; Sexual Misconduct, Discrimination, Harassment, and/or Retaliation; and Honor Code), per CU Boulder policy.</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>(b) Does the syllabus clearly describe expectations, objectives, and requirements for the course?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>(c) Were formal assessments (homework, tests, quizzes, etc.) consistent with course objectives (e.g., aligned with learning goals as outlined in syllabus; used a variety of assessment tools that gauge student progress, etc.).</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>*If no in (a), (b), or (c), what was missing/unclear?</i>	
<b>(d) How did the learning management site enrich the classroom? How could it be improved?</b>	

1. Adapted from the UTeach Observation Protocol (UTOP): retrieved March 2018 from <https://utop.utexas.edu/> and developed in partnership with the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) with sponsorship by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

## Section A: Classroom Observations (Evidence/Notes)

**A1) Organized and Clear.** The instructor's activities were well organized with an apparent sequence, clearly explained, and made good use of time.

**Evidence / Notes:**

☐ Not applicable

**A2) Tools and Resources.** The instructor selected a variety of tools and resources (*e.g., readings, PowerPoints, board work, multimedia, website, etc.*) that contributed to students' understanding and learning and included authentic materials (*i.e., materials originally produced for a native speaker audience*).

**Evidence / Notes:**

☐ Not applicable

**A3) Learning Goals.** The instructor chose activities and examples that were appropriate and in accordance with the curriculum and communicative goals of the lesson (*e.g., conveyed the purpose of each class activity or assignment, etc.*).

**Evidence / Notes:**

☐ Not applicable

**A4) Participation.** The instructor established a classroom environment that gave all students the opportunity to participate fully (*e.g., drew non-participating students into activities, partner/group work, and discussions, etc.*).

**Evidence / Notes:**

☐ Not applicable

**A5) Active Learning.** The instructor employed active learning strategies appropriate for the size and structure of the class (*e.g., engaging students in doing, sharing, thinking, and/or writing activities that encourage learners, often by an inductive approach, to discover new structures, form hypotheses, develop critical thinking, etc.*)

**Evidence / Notes:**

☐ *Not applicable*

**A6) Use of Target Language.** The instructor consistently used the target language at a level appropriate for students' understanding.

**Evidence / Notes:**

☐ *Not applicable*

**A7) Engagement.** Students were on task using a variety of language skills throughout class time and actively engaged in learning.

**Evidence / Notes:**

☐ *Not applicable*

**A8) Corrective Feedback.** The instructor effectively employed error correction techniques to enhance students' successful language production.

**Evidence / Notes:**

☐ *Not applicable*

**A9) Accuracy.** The instructor demonstrated mastery of the target language, both in written and spoken class content including writings on board/PPT, in handouts, and in communication with students.

**Evidence / Notes:**

☐ *Not applicable*

**A10) Expectation.** Instructor set expectations that corresponded to students' level of language knowledge and skills.

**Evidence / Notes:**

☐ *Not applicable*

## Section B: Summary from Classroom Interviews.

**If classroom interviews were conducted, please describe common themes and takeaways, and include the average scale response for interest in helping students to learn.**

**Evidence / Notes:**

☐ *Not applicable*

## Section C: Optional Open-Ended Responses

### C1) Instructor's strength/expertise

**Evidence / Notes:**

☐ *Not applicable*

### C2) Suggestions for the instructor to improve their teaching

**Evidence / Notes:**

☐ *Not applicable*