

Class Observation Protocol

German and Slavic Languages and Literatures Language Courses

(Adapted from the UTeach Observation Protocol, UTOP)

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

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

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:

A2) Tools and Resources. The instructor selected 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:

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:

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:

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:

A7) Engagement. The instructor created a learning environment in which students were on task using a variety of language skills throughout class time and actively engaged in learning.

Evidence / Notes:

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

Evidence / Notes:

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:

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

Evidence / Notes:

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:

C2) Suggestions for the instructor to improve their teaching
Evidence / Notes:

☐ *Not applicable*