**[DEPT] Classroom Interview Guide**

[TEMPLATE][[1]](#footnote-0)

[NOTE THAT ALL HIGHLIGHTED TEXT IS INTENDED TO BE MODIFIED OR DELETED. ALL OTHER TEXT MAY BE LEFT AS IS OR MODIFIED TO FIT DEPARTMENTAL NEEDS].

**Classroom Interview Process**

Option A) In advance of the classroom interview, in consultation with the instructor to be observed, select 2 questions from the list on page 2 and insert them into the classroom interview form on page 3. Print out the classroom interview form and have each student complete the form at the end of the class period observed (5-10 minutes). Please ensure the faculty member being observed leaves the room before beginning and then briefly explain the purpose of this process to students before passing out the form. Collect all responses and summarize them in the classroom observation protocol in the space provided [insert link].

Option B) Dedicate the last 15-25 minutes of classroom time to a more focus group style interview. In advance of the classroom interview, in consultation with the instructor to be observed, decide how much classroom time you will use and select the questions you will ask. Depending on how much class time you have allotted for the process, select 2-3 questions from the list of items on page 2 below (2 questions are recommended for 15-20 min, 3 if 25 minutes are available).

In-class process for Option B:

1. Please ensure that the faculty member being observed leaves the room before beginning.
2. Briefly explain the purpose of this process.
3. Form students into small groups, depending on class size. Where possible, groups of 5 or more are recommended.
4. Pose your chosen questions to the class.
5. Have each group discuss (allow several minutes of free discussion) and come to a consensus on each question.
6. Have each group share out their responses to the whole class - only answers supported by the entire group can be reported out of the group. Write these responses where everyone can see (e.g., whiteboard/chalkboard, PowerPoint slide).
7. If time you may lead a discussion on these items and/or ask for clarification regarding group answers.
8. Ask students to vote on most important responses for each question asked.
9. Record the questions asked during the interview, the group responses/key takeaways, and the vote on most important responses in the classroom observation protocol in the space provided [insert link].

**Classroom Interview Questions**

Select 2 or 3 of the following questions to include in your classroom interview (ideally make this decision in consultation with the observed instructor; 2 questions are recommended for Option A and if 15-20 min are available for Option B, 3 if 25 minutes are available for Option B). You may tailor any question specifically to the instructor’s or to your interest.

1. What aspects of [insert faculty member’s name] teaching were most effective in helping you learn?
2. What aspects of [insert faculty member’s name] teaching were least effective in helping you learn?
3. What could [insert faculty member’s name] do differently to improve learning in this class?
4. How would you describe [insert faculty member’s name] level of interest in helping students learn? Explain and provide example(s).
5. What could students do to help improve the learning environment in this class?
6. How has [insert faculty member’s name] worked to ensure members of the class were engaged during the semester?
7. [Insert faculty member’s name] has identified a key learning goal for this course as [insert goal that the instructor would like assessed]. How much progress do you feel you are making towards this goal?
8. Has [insert faculty member’s name] clearly outlined the requirements for assessments and given you sufficient/clear information to achieve success? Describe an example, explaining how this helped you achieve success or, if no, what was missing or unclear.
9. Has [insert faculty member’s name] regularly provided activities and assignments that helped you improve your performance on the final project, paper, or exam? Describe an example, explaining how an activity/assignment helped you (or did not help you) improve your performance.

If using Option A), insert your selected questions below and print out enough copies of this form for each student in the class you will be observing.

**Classroom Interview Form**

Course number and title:

Faculty member name:

Semester:

1) [insert question choice from above]

2) [insert question choice from above]

1. This guide was modified from the process used in [Germanic & Slavic Languages & Literatures](https://www.colorado.edu/gsll/gsll-classroom-interview-form) and from [Ten Ideas for Satisfying "Multiple Measures of Teaching"](https://www.colorado.edu/asfacultystaff/personnel-administration/policies-procedures/faculty-regular-tenure-tenure-track/reviews-14) and was developed by the Teaching Quality Framework Initiative ([www.colorado.edu/teaching-quality-framework](http://www.colorado.edu/teaching-quality-framework)) in collaboration with partnering departments at the University of Colorado Boulder. This work was sponsored 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. [↑](#footnote-ref-0)