[DRAFT] Class Observation Protocol[1]
German and Slavic Languages and Literatures
Content Courses

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 the learning management site prior to class?	☐ Yes ☐ 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 ☐ No
(b) Does the syllabus clearly describe expectations and requirements for the course?	☐ Yes ☐ No
(c) Were formal assessments (homework, tests, quizzes, etc.) consistent with instructional objectives (*e.g., aligned with learning goals as outlined in syllabus; used a variety of assessment tools that gauge student progress, etc.*).	☐ Yes ☐ No
*If no in (a), (b), or (c), what was missing/unclear?	
(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 made good use of time and were well organized with a clear sequence.

Evidence / Notes: ☐ *Not applicable*

A2) Tools and Resources. The instructor selected tools and resources (*e.g., readings, PowerPoints, board work, multimedia, website, etc.*) that were accurate, appropriate to student cognitive level, and that contributed to students' understanding and learning.

Evidence / Notes: ☐ *Not applicable*

A3) Learning goals. The lesson included clear learning goals, and the content reflected these goals.

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 and discussions, used partner/group work when appropriate, 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) Prior Knowledge. The instructional strategies and activities helped students make connections to and build upon prior knowledge. (*e.g., helped students question and/or build on impressions and ideas; related content to prior classes; refocused lesson to adapt to students' level of understanding, etc.*).

Evidence / Notes: ☐ *Not applicable*

A7) Depth. The instructor delivered content and answered questions in a way that was consistent with deep knowledge of the subject (*e.g., was able to expand upon basic facts about the subject; made connections to current research and/or related content; real world applications, etc.*).

Evidence / Notes: ☐ *Not applicable*

A8) Critical Thinking. The instructor encouraged critical thinking (*e.g., worked through problems, scenarios, and arguments with students; provided opportunities for students to reflect, relate, organize, apply, synthesize, and/or evaluate information, etc.*).

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*