

Paul Weber Award for Departmental Excellence in Teaching Classroom Observation Form

Name of Instructor Being Observed: _____

Observer(s): _____

Department/Course: _____ Number of Students: _____

Date/Time/Location: _____

Purpose

The primary goal of classroom observations of stage two finalists for the Paul Weber Award for Departmental Excellence is to evaluate departmental faculty contributions to the description offered in the department's application materials. These observations are an opportunity for award finalists to demonstrate a rich picture of how individual faculty members support the departmental goals and practices promoted in the application.

Observer Guidelines

- Observers should carefully review the departmental application materials that are available on the selection committee's Blackboard organization.
- Observers should request that the instructor share a copy of the course syllabus, assignment instruction sheets, and other materials as appropriate. Observers should also request that instructors communicate their overall goals for the course and their top goals for the class session that the observer(s) will be attending.
- Observers should arrive 10-15 minutes before the class start time and stay for the entire class session.
- Observers should try to sit in the back of the room to assess if content is both audible and visible from far away and if students appear to be on task during class activities.
- Observers must send an electronic copy of their responses to the questions below to John Whitney, program coordinator, at john.whitney@louisville.edu, no later than, **Friday, December 12, 2014**. All observer responses will be made available for review by the selection committee via the committee's Blackboard shell.

Questions for the Observation

Please thoughtfully respond to the questions below.

1. How did the instructor clarify the goals and purposes of course activities to students? How did the instructor communicate why students are being asked to do particular activities and assignments?
2. Describe the instructor's content mastery, breadth, and depth.
3. Describe the method(s) of instruction and any use of instructional technology.
4. How clear and well organized is the presentation?
5. Describe the form and extent of student participation.
6. How did the instructor's approach support the departmental goals and practices promoted in the departmental application? Please be as specific as possible.