

Effective Learning Environments Observation Tool® (eleot®)

Environment A: Equitable Learning

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.	<ul style="list-style-type: none"> Working in small groups, whole groups, or individually Completing activities/experiences that are varied depending on understanding of content, student needs or student interest 	<p>“The concepts are easier to understand when I use a concept map.”</p> <p>“I need to have a better understanding of this concept before I go to the next activity.”</p>
2. Learners have equal access to classroom discussions, activities, resources, technology and support.	<ul style="list-style-type: none"> Moving freely to access resources Being included in activities, responsibilities and discussions Talking with teacher and peers 	<p>“My learning group signed up to use the tablets every Tuesday and my friend’s group uses the tablets every Monday.”</p> <p>“We need to access Google Maps and get the elevation map from the resource file.”</p>
3. Learners are treated in a fair, clear, and consistent manner.	<ul style="list-style-type: none"> Self-correcting, showing acceptance of rules and consequences Acknowledging established classroom practices 	<p>“I’m moving my behavior clip to yellow.”</p> <p>“I understand that I finished my project past the timeline, so that means I won’t get the highest grade.”</p>
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	<ul style="list-style-type: none"> Engaging with students performing at different levels Asking questions to understand other cultures, differences Helping each other in heterogeneous groups 	<p>“In my home country, it is unlawful to protest against the government.”</p> <p>“You have three sisters and I have one!”</p> <p>“I like helping my friend with math because I know it’s harder for him than for me.”</p>

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Environment B: High Expectations

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	<ul style="list-style-type: none"> Asking questions to clarify assignments or instructions Using personal goals or timelines to guide their work Referring to rubrics for criteria 	<p>"I will turn this work back in to you by tomorrow morning for extra credit."</p> <p>"Are my notes in the right format?"</p> <p>"I'm going to record my all-time best score on my progress chart."</p>
2. Learners engage in activities and learning that are challenging but attainable.	<ul style="list-style-type: none"> Organizing information to make meaning of content Locating and using classroom resources Referencing sample work or teacher presented examples 	<p>"This question requires me to think about other people's opinions before I develop my own."</p> <p>"I have never had to analyze so many different sets of numbers!"</p>
3. Learners demonstrate and/or are able to describe high-quality work.	<ul style="list-style-type: none"> Using and talking about sample work to complete tasks Showing peers how to apply specific steps or processes Making reference to sample work or models 	<p>"I can use the mock writing prompt for ideas on plot development. "</p> <p>"The assignments check sheet lists many examples of the resources to use."</p>
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing).	<ul style="list-style-type: none"> Using content-specific vocabulary Applying concepts from other disciplines Creating something new or experimenting to find answers (models, responses to problems, projects) 	<p>"Let's use the formula we learned in math to predict the size of our landing area for our rocket test!"</p> <p>"We want to find a solution to the traffic congestion at dismissal time."</p>
5. Learners take responsibility for and are self-directed in their learning.	<ul style="list-style-type: none"> Raising their hands for assistance from the teacher or other students Referring to their syllabus/personal learning objectives Staying focused on the learning 	<p>"I'm struggling to write the end of this research paper."</p> <p>"Our team is moving too slowly on this part of the project. We need to do better."</p>

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Environment C: Supportive Learning

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful.	<ul style="list-style-type: none"> • Helping each other with learning activities • Displaying an agreement with or understanding of the classroom's rules • Willingly working together on activities, projects or assignments 	<p>"Our learning group has completed the first two steps of the problem."</p> <p>"My partner and I gave each other feedback on how we worked together."</p>
2. Learners take risks in learning (without fear of negative feedback).	<ul style="list-style-type: none"> • Proposing non-traditional questions or answers • Presenting contrasting opinions; trying new tasks • Volunteering to lead an activity or try something new when others do not 	<p>"Why should we impose our beliefs on another society?"</p> <p>"I don't think we conserve energy by recycling."</p>
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.	<ul style="list-style-type: none"> • Seeking help or clarification • Asking for additional instruction • Offering assistance to their peers or showing others how to do something 	<p>"If there wasn't a model posted in our sample corner, this lab report would be tougher to finish."</p> <p>"If you are available during lunch, may I come back to your room to review the assignment?"</p>
4. Learners demonstrate a congenial and supportive relationship with their teacher.	<ul style="list-style-type: none"> • Giving compliments to peers and teacher • Offering encouraging words to peers • Serving as peer friends during discussions, activities, etc. 	<p>"You can do it. Don't give up even though the problems are difficult."</p> <p>"We should ask the other group if they want us to help them prepare for the presentation."</p>

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Environment D: Active Learning

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners' discussions/dialogues/exchanges with each other.	<ul style="list-style-type: none"> Participating in small group activities and student-facilitated lessons Showing listening skills toward other learners Responding to questions posed by students 	<p>"Our team is ready to lead the class discussion on the refugee crisis."</p> <p>"I disagree with your opinion and want to ask other classmates their thoughts."</p>
2. Learners make connections from content to real-life experiences.	<ul style="list-style-type: none"> Solving problems, applying information Comparing new learning with real-life situations 	<p>"My group is working on a project to solve the school's traffic congestion before and after school."</p> <p>"I know how to use this learning to design my own website."</p>
3. Learners are actively engaged in the learning activities.	<ul style="list-style-type: none"> Asking questions; talking to others about activity Working towards completion of the activity Interacting with their peers to solve problems or discover solutions 	<p>"As soon as I finish with this activity, I'd like to work on the group project with Tanya and Marisa."</p>
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	<ul style="list-style-type: none"> Asking questions, listening and talking to other students about their learning Sharing resources Showing interest in the same learning objective or topic 	<p>"What about placing this piece here to make the base of the tower more stable?"</p> <p>"Let's research this topic together."</p>

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Environment E: Progress Monitoring & Feedback

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.	<ul style="list-style-type: none"> • Using checklists or rubrics • Answering questions from teacher about progress or where they feel challenged • Following their learning objectives and timelines 	<p>“I’m almost finished. I need help with #2.”</p> <p>“Yes, I was able to find the different regions of South America.”</p>
2. Learners receive/respond to feedback from teachers/peers/other resources to improve understanding and/or revise work.	<ul style="list-style-type: none"> • Correcting work or steps taken to complete an activity • Responding to questions • Retaking assessments • Asking questions to members from their learning group 	<p>“Thank you. How is my work now?”</p> <p>“I followed your example for adding exponents, and then I was able to correct all the errors on my test.”</p>
3. Learners demonstrate and/or verbalize understanding of the lesson/content.	<ul style="list-style-type: none"> • Taking notes • Participating in activities • Contributing to discussions in small groups or with their learning partners • Using content-specific vocabulary 	<p>“This is like yesterday’s lesson.”</p> <p>“You need to measure the outside of a shape to find its perimeter.”</p>
4. Learners understand and/or are able to explain how their work is assessed.	<ul style="list-style-type: none"> • Using rubrics • Referring to course syllabus for grading information • Reviewing exemplars 	<p>“I need to finish all four problems to make a good grade.”</p> <p>“We need to look at the rubric so that we know how to make the best robot.”</p>

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Environment F: Well-Managed Learning

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners speak and interact respectfully with teacher(s) and each other.	<ul style="list-style-type: none"> • Raising hand, making eye contact • Not laughing at or criticizing others • Encouraging others, complimenting their peers or teacher 	<p>“I do not think that is the correct answer, but let’s think about it to make sure we have it correct.”</p> <p>“Thank you for your help. Now I will help my learning group.”</p>
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	<ul style="list-style-type: none"> • Staying in learning space • Listening for directions • Speaking respectfully to others 	<p>“I know what Mr. Naylor wants me to do for this assignment.”</p> <p>“You review the directions and I’ll get the graph paper.”</p>
3. Learners transition smoothly and efficiently from one activity to another.	<ul style="list-style-type: none"> • Moving quickly and quietly without disruptions or additional directions • Helping peers move quickly in an orderly and intentional manner 	<p>“I am ready to begin my work in this center.”</p> <p>“Ms. Lee said to go in order.”</p>
4. Learners use class time purposefully with minimal wasted time or disruptions.	<ul style="list-style-type: none"> • Following class procedures when working independently or in groups • Having materials, resources and information readily accessible • Staying focused on the work until the teacher ends the activity time 	<p>“I have three questions left to do before I can choose another activity.”</p> <p>“Let’s gather all of the different pieces before we start building the tower.”</p>

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Environment G: Digital Learning

Environment Item	Observe learners ...	Listen for learners saying ...
1. Learners use digital tools/technology to gather, evaluate and/or use information for learning.	<ul style="list-style-type: none"> • Accessing search engines; solving problems • Finding resources, citations, information on topics of interest • Demonstrating confidence when using the digital tools/resources 	<p>“This site has the most information on how to write a five-paragraph theme.”</p> <p>“We are using the ISTE standards as a basis to test our skills and knowledge.”</p>
2. Learners use digital tools/technology to conduct research, solve problems and/or create original works for learning.	<ul style="list-style-type: none"> • Designing graphic arts, working on multimedia projects • Finding resources, citations, information for research purposes • Demonstrating confidence when using the digital tools/resources 	<p>“I am almost finished with the design for our band class’s new logo.”</p> <p>“Have you found out how to design an aquaponics garden?”</p>
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning.	<ul style="list-style-type: none"> • Using blogs, social media • Working with other learners on a project or activity • Demonstrating confidence when using the digital tools/resources • Providing feedback to peers online 	<p>“Our team will write next week’s class blog.”</p> <p>“Don’t forget to update our team’s progress on our documents page.”</p>