

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"> <li>Working in small groups, whole groups, or individually</li> <li>Completing activities/experiences that are varied depending on understanding of content, student needs or student interest</li> </ul>	<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"> <li>Moving freely to access resources</li> <li>Being included in activities, responsibilities and discussions</li> <li>Talking with teacher and peers</li> </ul>	<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"> <li>Self-correcting, showing acceptance of rules and consequences</li> <li>Acknowledging established classroom practices</li> </ul>	<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"> <li>Engaging with students performing at different levels</li> <li>Asking questions to understand other cultures, differences</li> <li>Helping each other in heterogeneous groups</li> </ul>	<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"> <li>Asking questions to clarify assignments or instructions</li> <li>Using personal goals or timelines to guide their work</li> <li>Referring to rubrics for criteria</li> </ul>	<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"> <li>Organizing information to make meaning of content</li> <li>Locating and using classroom resources</li> <li>Referencing sample work or teacher presented examples</li> </ul>	<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"> <li>Using and talking about sample work to complete tasks</li> <li>Showing peers how to apply specific steps or processes</li> <li>Making reference to sample work or models</li> </ul>	<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"> <li>Using content-specific vocabulary</li> <li>Applying concepts from other disciplines</li> <li>Creating something new or experimenting to find answers (models, responses to problems, projects)</li> </ul>	<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"> <li>Raising their hands for assistance from the teacher or other students</li> <li>Referring to their syllabus/personal learning objectives</li> <li>Staying focused on the learning</li> </ul>	<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"> <li>Helping each other with learning activities</li> <li>Displaying an agreement with or understanding of the classroom's rules</li> <li>Willingly working together on activities, projects or assignments</li> </ul>	<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"> <li>Proposing non-traditional questions or answers</li> <li>Presenting contrasting opinions; trying new tasks</li> <li>Volunteering to lead an activity or try something new when others do not</li> </ul>	<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"> <li>Seeking help or clarification</li> <li>Asking for additional instruction</li> <li>Offering assistance to their peers or showing others how to do something</li> </ul>	<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"> <li>Giving compliments to peers and teacher</li> <li>Offering encouraging words to peers</li> <li>Serving as peer friends during discussions, activities, etc.</li> </ul>	<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"> <li>Participating in small group activities and student-facilitated lessons</li> <li>Showing listening skills toward other learners</li> <li>Responding to questions posed by students</li> </ul>	<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"> <li>Solving problems, applying information</li> <li>Comparing new learning with real-life situations</li> </ul>	<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"> <li>Asking questions; talking to others about activity</li> <li>Working towards completion of the activity</li> <li>Interacting with their peers to solve problems or discover solutions</li> </ul>	<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"> <li>Asking questions, listening and talking to other students about their learning</li> <li>Sharing resources</li> <li>Showing interest in the same learning objective or topic</li> </ul>	<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"> <li>Using checklists or rubrics</li> <li>Answering questions from teacher about progress or where they feel challenged</li> <li>Following their learning objectives and timelines</li> </ul>	<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"> <li>Correcting work or steps taken to complete an activity</li> <li>Responding to questions</li> <li>Retaking assessments</li> <li>Asking questions to members from their learning group</li> </ul>	<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"> <li>Taking notes</li> <li>Participating in activities</li> <li>Contributing to discussions in small groups or with their learning partners</li> <li>Using content-specific vocabulary</li> </ul>	<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"> <li>Using rubrics</li> <li>Referring to course syllabus for grading information</li> <li>Reviewing exemplars</li> </ul>	<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"> <li>Raising hand, making eye contact</li> <li>Not laughing at or criticizing others</li> <li>Encouraging others, complimenting their peers or teacher</li> </ul>	<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"> <li>Staying in learning space</li> <li>Listening for directions</li> <li>Speaking respectfully to others</li> </ul>	<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"> <li>Moving quickly and quietly without disruptions or additional directions</li> <li>Helping peers move quickly in an orderly and intentional manner</li> </ul>	<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"> <li>Following class procedures when working independently or in groups</li> <li>Having materials, resources and information readily accessible</li> <li>Staying focused on the work until the teacher ends the activity time</li> </ul>	<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"> <li>Accessing search engines; solving problems</li> <li>Finding resources, citations, information on topics of interest</li> <li>Demonstrating confidence when using the digital tools/resources</li> </ul>	<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"> <li>Designing graphic arts, working on multimedia projects</li> <li>Finding resources, citations, information for research purposes</li> <li>Demonstrating confidence when using the digital tools/resources</li> </ul>	<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"> <li>Using blogs, social media</li> <li>Working with other learners on a project or activity</li> <li>Demonstrating confidence when using the digital tools/resources</li> <li>Providing feedback to peers online</li> </ul>	<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>

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**Ratings Guide**

When observing in classrooms, consider the following factors as you determine the rating for each eleot® item:

- Routine and Systemic
- Quality of Application
- Quantity of Students Applying Item
- Frequency of Application

The factors are listed in order of importance from greatest to least. Thus, the "routine and systemic" category carries more weight than "frequency of application." The rubric below is intended to provide guidance and is not the simple average of the four factors. Observers should use professional knowledge and judgment in determining the final item rating based on the rubric.

Factors to consider when using eleot:	VERY EVIDENT 4	EVIDENT 3	SOMEWHAT EVIDENT 2	NOT OBSERVED 1
<b>Routine and Systemic</b>	Clearly understood, familiar practice and a regular part of the classroom environment	Generally understood practice but not completely routine	Singularly used practice and/or not part of the regular routine	Not observed
<b>Quality of Application</b>	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
<b>Quantity of Students Applying Item</b>	All or most students are applying item	At least half of students are applying item	Some or only a few students are applying item	No students are applying item
<b>Frequency of Application</b>	The item is observed with high frequency	The item is observed with moderate frequency	The item is observed once or very few times	Not observed