



Frequently Asked Questions (FAQ) for Institutions Effective Learning Environments Observation Tool (ELEOT)

What purpose does ELEOT serve?

Essentially, ELEOT's purpose is to identify observable evidence of classroom environments that are conducive to learning. ELEOT was developed for use by the External Review Team while on-site and replaces the former classroom observation walk-through instrument. The reason for the shift from a focus on teachers to a focus on learners is to ensure that learners are engaging acting, reacting, and benefiting from various contexts or environments that should be evident in all effective learning settings.

Is the ELEOT a tool to evaluate or measure an individual teacher's performance or quality?

No. Just as the AdvancED Standards and Indicators are used to provide school/system/organization level ratings through performance levels (which the team determines), the aggregated mean rating for each environment of all observations conducted during the External Review is what is reported and **NOT** individual classroom data.

What are learning environments?

The simplest way to understand the concept of learning environments is first to consider a broad definition of *environment* as a condition or setting. For purposes of using ELEOT, learning environment means the context in which student learning occurs with a particular thematic overlay, e.g., an Equitable Learning Environment, High Expectations Environment, etc.

What is the expected length of time for the observation?

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation.

Are the items aligned with the AdvancED Standards and Indicators?

Each item is aligned to one of *AdvancED's Standards for Quality Schools*. The most prevalent indicators aligned to the learner items are found in Standard 3.

How will the results be used by the External Review Team?

The results of the ratings are used by the team to corroborate information obtained from interviews, artifacts or evidence, student performance data and stakeholder feedback data.

Are the External Review Team's scores shared with the institution during the External Review?

The mean rating for each learning environment is provided during the Exit Report and is included in the written *External Review Report*.

Can school leaders use ELEOT when their institution is not in an External Review?

Yes, the AdvancED network has access to ELEOT for use as a continuous improvement tool: http://extranet.advanc-ed.org/school_resources_and_tools/. An online course on how to use ELEOT for instructional improvement is being developed specifically for institutions.



Instructions for Using ELEOT

General Instructions

The External Review Team will use ELEOT for observations of classrooms or other learning venues. Observations are to be conducted for a minimum of 20 minutes per observation, with review team members conducting multiple observations during the review process. Results of the observations will be used to corroborate information obtained from interviews, artifacts and student performance data.

Before the Observation

All External Review Team members must be trained on how to use ELEOT prior to the on-site review. Resources available for training purposes include: the observation tool, an FAQ, the ELEOT Reference Guide, the Instructions for Using ELEOT and the Lead Evaluator Worksheet. It might be helpful if observers pre-fill information in the blanks at the top of the ELEOT form (e.g., school, date, city, state and observer's name) to save time and to prevent forgetting this valuable information. Observers should thoroughly familiarize themselves with the 7 environments and the items associated with each environment.

During the Observation

Circle the score (4, 3, 2, 1) that corresponds to the appropriate response scale level (Very Evident, Evident, etc.) for each learning environment behavior item (30 total). As needed and appropriate, interact briefly with students to seek clarification or additional information on specific items on ELEOT. A few guidelines to help use ELEOT are:

- Try to observe that all of the students' behaviors holistically through the eyes of the students and their experiences in the classroom.
- Get a "feel" for the class by observing for a minimum of 20 minutes—you may need to extend this in anticipation of, e.g., observing a transition from one activity to another or observing evidence for other ELEOT items.
- Mark the behaviors as you observe them instead of spending time looking for evidence for one environment at a time.
- Adjust your rating as needed throughout the observation.
- Use the NOTES box to make comments that can serve as reminders of powerful practices and opportunities for improvements as well as for recording evidence that you observed that led to your ratings.
- Ensure you have a total of 30 ratings, that is, one rating for each item on the ELEOT—do not leave any items without a rating.

After the Observation

Follow these steps for entering ELEOT ratings and deriving a mean score for each environment:

- The Lead Evaluator or designee enters each observer's ELEOT ratings onto the *Lead Evaluator Worksheet*. One row represents one completed observation. The mean score for each of the 7 environments is automatically calculated and appears at the top of the worksheet.
- Transfer the mean score for each environment (7 total) to the ELEOT table in the External Review Report.
- The *Lead Evaluator Worksheet* generates an additional graph that can be copied and pasted into the PowerPoint template used for the final presentation at the end of the External Review. This graphic provides a way to view the results of ELEOT that may be more meaningful for those present at the final presentation.

After the Completion of the External Review

All completed ELEOTs must be returned to the Innovation Division. Email the scanned front and back copies of all completed ELEOTs to Karmen Gary at kgary@advanc-ed.org OR mail the original completed hardcopies to:

AdvancED
Innovation Division-ELEOT
9115 Westside Parkway
Alpharetta, GA 30009

The Lead Evaluator Worksheet can be e-mailed to Karmen Gary at kgary@advanc-ed.org.



Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Province _____ Country _____ Grade _____
 Level _____

Time In _____ Out _____ Check ALL Lesson _____ Lesson _____ Lesson _____ Subject _____
 that apply: _____ Beg. _____ Middle _____ End _____ Observed _____ Observer Name _____

Student-focused Observations					Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:								
1.	Has differentiated learning opportunities and activities that meet her/his needs				4	3	2	1
2.	Has equal access to classroom discussions, activities, resources, technology, and support				4	3	2	1
3.	Knows that rules and consequences are fair, clear, and consistently applied				4	3	2	1
4.	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences				4	3	2	1
B. High Expectations Environment:								
1.	Knows and strives to meet the high expectations established by the teacher				4	3	2	1
2.	Is tasked with activities and learning that are challenging but attainable				4	3	2	1
3.	Is provided exemplars of high quality work				4	3	2	1
4.	Is engaged in rigorous coursework, discussions, and/or tasks				4	3	2	1
5.	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)				4	3	2	1
C. Supportive Learning Environment:								
1.	Demonstrates or expresses that learning experiences are positive				4	3	2	1
2.	Demonstrates positive attitude about the classroom and learning				4	3	2	1
3.	Takes risks in learning (without fear of negative feedback)				4	3	2	1
4.	Is provided support and assistance to understand content and accomplish tasks				4	3	2	1
5.	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs				4	3	2	1
D. Active Learning Environment:								
1.	Has several opportunities to engage in discussions with teacher and other students				4	3	2	1
2.	Makes connections from content to real-life experiences				4	3	2	1
3.	Is actively engaged in the learning activities				4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:



ELEOT Reference Guide

A. Equitable Learning Environment

Environment Item	Look for learners...	Listen for learners...
1. Has differentiated learning opportunities and activities that meet her/his needs	Demonstrating knowledge through multiple modalities: using visuals, hands-on activities, auditory cues	The concepts are easier to understand when I (write an outline, draw a picture, concept map, etc.).
2. Has equal access to classroom discussions, activities, resources, technology and support	Acting as group leader, note taker, timekeeper or presenter; moving freely from learning centers, groups; using resources	I will be the line leader. We need to access Google maps and get the elevation map from the resource file.
3. Knows that rules and consequences are fair, clear, and consistently applied	Self-correcting, apologizing, showing acceptance of rules	I'm moving my behavior clip to yellow.
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	Sharing how content relates from their perspectives, making statements or asking questions about peers' backgrounds, working in groups with students from other backgrounds	In my home country, it is unlawful to protest against the government.

B. High Expectations Environment

Environment Item	Look for learners...	Listen for learners...
1. Knows and strives to meet the high expectations established by the teacher	Engaging in assignment or activity following direction, asking questions or probing teacher about content/concepts, revising work	I will turn this work back in to you by tomorrow morning for extra credit.
2. Is tasked with activities and learning that are challenging but attainable	Organizing information to make meaning of content, locating and using classroom resources, referencing sample work or teacher presented examples	If there wasn't a model posted in our <i>sample corner</i> , this lab report would be tougher to finish.
3. Is provided exemplars of high quality work	Using and talking about sample work to complete tasks, making reference to sample work	I can use the mock writing prompt for ideas on plot development.
4. Is engaged in rigorous coursework, discussions and/or tasks	Using content specific vocabulary, using concepts from other disciplines	We could use the formula we learned in math to predict how big our landing area needs to be for our rocket test.
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	Using multiple steps for conclusions, using hands-on materials to arrive at an answer, creating something new from content learned	I'm constructing a new pattern using the different colored blocks.



C. Supportive Learning Environment

Environment Item	Look for learners...	Listen for learners...
1. Demonstrates or expresses that learning experiences are positive	Volunteering to demonstrate/complete a task (e.g., reading aloud, board work, participating in experiment)	I can work through the first problem on the board.
2. Demonstrates positive attitude about the classroom and learning	Presenting individual or group work to teacher or class, complimenting others, showing excitement about being in class	This is my favorite class. I love learning about ancient Greece.
3. Takes risks in learning (without fear of negative feedback)	Proposing non-traditional questions or answers, presenting contrasting opinions, trying new tasks	Why should we strive to have a democratic society?
4. Is provided support and assistance to understand content and accomplish tasks	Seeking help/clarification, asking for additional instruction	If you are available during lunch, may I come back to your room to review the assignment?
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	Receiving small group or individual instruction, accessing supplementary materials or resources	I'm struggling to capture the main idea of the chapter. Can I use the guided reader to complete the assignment?

D. Active Learning Environment

Environment Item	Look for learners....	Listen for learners...
1. Has several opportunities to engage in discussions with teacher and other students	Participating in small group activities and teacher facilitated lessons, showing listening skills towards other learners	I've worked in two groups for this project. Ms. Simpson asks questions that I want to talk about.
2. Makes connections from content to real-life experiences	Solving problems, applying information, comparing new learning with real-life	That is what I learned in Language Arts! I know how to use this learning to design my own website.
3. Is actively engaged in the learning activities	Asking questions, talking to others about activity, working towards completion of activity	As soon as I finish with this activity, I'd like to work on the group project with Tanya and Marisa.

E. Progress Monitoring and Feedback Environment

Environment Item	Look for learners....	Listen for learners...
1. Is asked and/or quizzed about individual progress/learning	Using checklists or rubrics, answering questions from teacher about progress	I'm almost finished. I need help with #2.
2. Responds to teacher feedback to improve understanding	Correcting written work, responding correctly to questions	Thank you. Now I get it. How is my work now?
3. Demonstrates or verbalizes understanding of the lesson/content	Taking notes, participating in activities, contributing to discussions	This is like yesterday's lesson. I can do it!



4. Understands how her/his work is assessed	Using rubrics, referring to course syllabus for grading information, reviewing exemplars	I need to finish all four problems to make a good grade. How will the work be graded?
5. Has opportunities to revise/improve work based on feedback	Using additional time to revise work, making note of new due date for work	This is my work that has to be done over. I have my new work to give to you (teacher).

F. Well-Managed Learning Environment

Environment Item	Look for learners....	Listen for learners...
1. Speaks and interacts respectfully with teacher(s) and peers	Raising hand, making eye contact, not laughing or using negative words	I like you. That is good work. I think you are smart/nice/kind...
2. Follows classroom rules and works well with others	Staying in learning space, listening for directions	I know what Mr. Lee wants me to do for this assignment.
3. Transitions smoothly and efficiently to activities	Moving quickly and quietly without additional directions, helping others to move quickly and quietly	I am ready to begin my work in this center.
4. Collaborates with other students during student-centered activities	Asking questions, sharing resources, talking to other students about work, listening to others	What about this? How did you do that? We're in the same group! Let's try this together.
5. Knows classroom routines, behavioral expectations and consequences	Staying in learning space, listening for directions, focusing on task	I know where to go for my group work. Those books/programs are for use at another time.

G. Digital Learning Environment

Environment Item	Look for learners....	Listen for learners...
1. Uses digital tools/technology to gather, evaluate and/or use information for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, accessing search engines	This site is my favorite for finding information on how to write a research paper.
2. Uses digital tools/technology to conduct research, solve problems and/or create original works for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, using multi-media tools (video, camera)	Creating charts and graphs using is so easy. I will use this program to make edits to my research paper.
3. Uses digital tools/technology to communicate and work collaboratively for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, using Wiki, blogs, social media	Have you checked my blog? Ms. Mac's posting helped me to understand the assignment.