

Effective Learning Environments Observation Tool (ELEOT)

Date: _____ Teacher: _____ Subject: _____ Time in: _____ Time Out: _____

☐ Lesson Beginning ☐ Lesson Middle ☐ Lesson End Observer: _____

	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment	All or most students are applying High frequency	At least half of students applying Moderate frequency	Some or few students applying Once or a few times	No students are applying Not observed
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	4	3	2	1
<ul style="list-style-type: none"> Working in small groups, whole groups, or individually Completing activities and experiences that are varied depending on understanding of content, student needs, or student interest. 				
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
<ul style="list-style-type: none"> Moving freely to access resources Being included in activities, responsibilities, and decisions Talking with teacher and peers 				
3. Learners are treated in a fair and consistent manner	4	3	2	1
<ul style="list-style-type: none"> Self-correcting, showing acceptance of rules and consequences Acknowledging established classroom practices 				
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or human characteristics, conditions, and dispositions.	4	3	2	1
<ul style="list-style-type: none"> Engaging with students performing at different levels Asking questions to understand other cultures and differences Helping each other in heterogeneous groups. 				
B. High Expectations				
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or teacher	4	3	2	1
<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 				
2. Learners engage in activities and learning that are challenging but attainable	4	3	2	1
<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 				
3. Learners demonstrate and/or are able to describe high quality work.	4	3	2	1
<ul style="list-style-type: none"> Using and talking about sample work to complete tasks Showing peers how to apply specific steps of processes Making reference to sample work or models 				
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher-order thinking (e.g., analyzing, applying, evaluating, and synthesizing)	4	3	2	1
<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) 				
5. Learners take responsibility for and are self-directed in their learning.	4	3	2	1
<ul style="list-style-type: none"> Raising hand for assistance from the teacher or other students Referring to personal learning objectives Staying focused on the learning 				

	Very Evident	Evident	Somewhat Evident	Not Observed
C. Supportive Learning	All or most students are applying High frequency	At least half of students applying Moderate frequency	Some or few students applying Once or a few times	No students are applying Not observed
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	4	3	2	1
<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. 				
2. Learners take risks in learning (without fear of negative feedback)	4	3	2	1
<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 				
3. Learners are supported by the teacher, their peers, and/or other resources to understand the content and accomplish tasks	4	3	2	1
<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 				
4. Learners demonstrate a congenial and supportive relationship with teacher	4	3	2	1
<ul style="list-style-type: none"> Giving compliments to peers and teachers Offering encouraging words to peers. Serving as peer friends during discussions, activities, etc 				

D. Active Learning Environment				
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	4	3	2	1
<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 				
2. Learners make connections from content to real-life experiences	4	3	2	1
<ul style="list-style-type: none"> Solving problems, applying information Comparing new learning with real-life situations 				
3. Learners are actively engaged in the learning activities.	4	3	2	1
<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 				
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments	4	3	2	1
<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 				

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Learning Environments	All or most students are applying High frequency	At least half of students applying Moderate frequency	Some or few students applying Once or a few times	No students are applying Not observed
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	4	3	2	1
<ul style="list-style-type: none"> Using checklists or rubrics Answering questions from the teacher about progress or where they feel challenged Following their learning objectives and timelines 				
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding or revise work	4	3	2	1
<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 				
3. Learners demonstrate and/or verbalize understanding of the lesson/content	4	3	2	1
<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 				
4. Learners understand and/or are able to explain how their work is assessed	4	3	2	1
<ul style="list-style-type: none"> Using rubrics Referring to the course syllabus for grading information Reviewing exemplars 				

F. Well-Managed Learning Environment				
1. Learners speak and interact respectfully with teacher(s) and each other	4	3	2	1
<ul style="list-style-type: none"> Raising hand, making eye contact Not laughing at or criticizing others Encouraging others, complementing their peers or teacher 				
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	4	3	2	1
<ul style="list-style-type: none"> Staying in learning space Listening for directions Speaking respectfully to others 				
3. Learners transition smoothly and efficiently from one activity to another.	4	3	2	1
<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 				
4. Learners use class time purposefully with minimal wasted time or disruptions.	4	3	2	1
<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 				

G. Digital Learning Environment				
1. Learners use digital tools/technology to gather, evaluate and/or use information for learning	4	3	2	1
<ul style="list-style-type: none"> Accessing search engines; solving problems Finding resources, citations, information on topics of interest Demonstrating confidence using the digital tools 				
2. Learners use digital tools/technology to conduct research, solve problems and/or create original works for learning.	4	3	2	1
<ul style="list-style-type: none"> Designing graphics arts, working on multimedia projects Finding resources, citations, information for research purposes Demonstrating confidence when using the digital tools/resources 				
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning.	4	3	2	1
<ul style="list-style-type: none"> Providing feedback to peers online 				

