

Revised 6-1-18

FLEMING COUNTY SCHOOLS
DISTRICT WALKTHROUGH
PROCESS & TOOLS



The vision of Fleming County Schools is to become a district of distinction

District Core Beliefs and Values

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the positive academic and behavioral growth of all students.

District Mission Statement

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

District Vision

The Fleming County School District vision is to become a “District of Distinction”.

Equity Statement

All Fleming County Schools’ students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

District Beliefs

We Believe...

- Continuous improvement is essential to stakeholder empowerment.
- A world-class education is essential to college & career readiness.
- Connected and efficient systems are essential for 21st Century teaching and learning.
- Parent and community engagement are essential for student success.

Strategic Framework Principles

As Fleming County Schools moves toward becoming a premier 21st Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students. Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

Revised 6-1-18

- Engagement of all students to ensure success
- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

These principles lay a foundation for schools, and more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building capacity to lead.

Introduction

District leadership team walkthroughs are a systematic method of gathering data to inform district and school level decision making. Evidence gathered from district leadership team walkthroughs can inform analysis of other data sources. For example, the team can compare the relationship between student assessment results (MAP/KPREP/ACT/Benchmark) and what is happening in the classroom. Resulting insight can help clarify and focus the work needed to help **ALL** of our students achieve at the highest levels.

The district leadership team walkthrough process encourages conversations among district leadership about the nature of teaching and learning and leads to decisions and actions that are informed by actual classroom instruction. Furthermore, the district level walkthroughs can yield data for improvement planning at both the school and district levels.

Most importantly, these walkthroughs promote organizational learning and monitoring of school-wide progress on targeted instructional practices. It is important to note that the district leadership walkthroughs are **NOT** intended to serve as a means of evaluating individual teachers. Instead, this is a systematic way of gathering evidence to answer the question: To what extent are we seeing what we expect to see in our classrooms, given where we are focusing our energy and resources? This information on teaching and learning from across the district is an on-going system for monitoring our progress toward our instructional goals.

Expected Outcomes

Revised 6-1-18

- Collaborative learning and reflective practice
- Enhanced focus on teaching and learning for all operational departments
- Increased professional dialogue about teaching and learning among district and school leaders and teachers
- Development of common language about teaching and learning across the district
- Increased support for classrooms and teachers
- Identification of needs for professional learning and coaching
- Higher quality teaching and learning experiences across the district
- Higher quality information to inform improvement planning and decisions about resource utilization

District Leadership Walkthrough Tools

The district leadership team (as well as each school leader) uses the Effective Learning Environments Observation Tool (ELEOT), developed by AdvancED, as the evidence collection tool for each classroom visit. The tool helps the observer to identify and document observable evidence of classroom environments that are critical for quality student learning. ([Appendix A](#))

7 Learning Environments:

- A. Equitable Learning Environment
- B. High Expectations Environment
- C. Supportive Learning Environment
- D. Active Learning Environment
- E. Progress Monitoring and Feedback Environment
- F. Well-Managed Learning Environment
- G. Digital Learning Environment

Each district leadership team member has been trained to use the tool and has demonstrated proficiency through the AdvancED certification system. Leadership team members periodically review the ELEOT Reference Guide ([Appendix B](#)) and the ELEOT Ratings Guide ([Appendix C](#)). While use of the tool relies heavily on the observer's professional knowledge and judgment, the guides provide help to provide focus and clarity.

As Fleming County Schools moves toward becoming a premier 21st Century organization of learning, the main idea of focus will always be student achievement. We must strengthen our

commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students. Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

- Engagement of all students to ensure success
- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

District Formative Quality Review Process

1. How often do observations take place?

Each school receives at least 2 Formative Quality Reviews per year (fall and late winter/early spring).

2. How many observations does each team member do?

During the Formative Quality Review, team members share the responsibility for doing the classroom observations, performing 1/6 of the observations (quantity varies, depending on size of the school).

3. How are classrooms chosen?

Classrooms are chosen at random by the instructional supervisor or team member. Every effort is made to visit every classroom at the school during a Formative Quality Review.

4. What is the duration of the observation?

The duration of the observation should be 20 minutes; but no more than 25 minutes in order for the data to remain reliable.

5. What is the focus of the observation?

The focus of the observation should be the 7 learning environments with indicators listed on the ELEOT tool. More specifically, the observer should focus on the experience of the student. In fact, the observer should insert "The student..." before each indicator to establish clarity of focus. The observer should rate each indicator on the evidence observed, not based on the assumption that something has happened or the anticipation that something will happen.

6. What happens after the observation?

The observer ensures that all indicators have a rating and at the next opportunity, submits their form(s) to the instructional supervisor for the tally/report.

7. Who receives the information from the observation?

The form is NOT left in the classroom or mailbox of the teacher, as this is NOT an evaluation of the individual teacher. The observer may leave a short personal note, if desired or requested by the teacher or principal. At the conclusion of a district formative quality review, where the observations are from one particular school, the principal is provided a graph showing the average per environment across the school and may share that data with the staff for discussion and planning purposes.

8. What happens to the observation tools/forms at the end of the Formative Quality Review?

The instructional supervisor collects the forms from the leadership team members and uses an Excel spreadsheet to tally the ratings for each observation and then generates a report in the form of a graph showing the average rating for each of the seven environments. (Appendix D) The forms are kept on file by the instructional supervisor as part of the evidence from the Formative Quality Review.

9. How is the data from the observations used?

The data is displayed in a user-friendly format – a graph in order to compare progress from review to review on each of the seven environments. The district leadership team provides the data but may also provide a Plus/Delta and/or suggested next steps for improvement. This data should be used by the school when analyzing growth or determining next steps on identified priorities. This process also provides trend data over time.

10. Further Information:

- Formative Quality Reviews follow the format and content of the FCS Strategic Plan and provides a means of monitoring and evaluating the Strategic Plan initiatives.
- The district leadership team provides a rating for all of the indicators identified as priority through diagnostic review or self-assessment. Along with the ratings, the team provides a description of further improvement priorities and notable powerful practices.
- The Formative Quality Review also provides feedback on PLC meetings (if observed), curriculum/lesson plan review, assessment review, and gradebook (Infinite Campus) use.
- The district team also provides as part of the Formative Quality Review, current student and staff attendance data and current stakeholder feedback data (student and staff).

- The district leadership team also captures photo evidence of quality practices throughout the school and classrooms.
- The principal is provided with a full, formal report (Appendix E) presented within the following week.

District Leadership Walkthrough Process

1. How often do observations take place?

Observation data is collected and reported weekly.

2. How many observations does each team member do?

Each leadership team member's goal is 8-10 observations per week, depending on their availability.

3. How are classrooms chosen?

Team members draw classrooms randomly or are given a list of classrooms to visit by the school principal.

4. What is the duration of the observation?

The duration of the observation should be 20 minutes; but no more than 25 minutes in order for the data to remain reliable.

5. What is the focus of the observation?

The focus of the observation should be the 7 learning environments with indicators listed on the ELEOT tool. More specifically, the observer should focus on the experience of the student. In fact, the observer should insert "The student..." before each indicator to establish clarity of focus. The observer should rate each indicator on the evidence observed, not based on the assumption that something has happened or the anticipation that something will happen.

6. What happens after the observation?

The observer ensures that all indicators have a rating and at the next opportunity, submits their form(s) to the instructional supervisor for the weekly tally/report. The weekly report is generated each Monday morning.

7. Who receives the information from the observation?

The observer provides a copy of the completed observation tool to the principal. The form is **NOT** left in the classroom or mailbox of the teacher, as this is **NOT** an evaluation of the individual teacher. The observer may leave a short personal note, if desired or requested by the teacher or principal. At the conclusion of a district formative quality review, where the observations are from one particular school, the principal is provided a graph showing the average per environment across the school and may share that data with the staff for discussion and planning purposes.

8. What happens to the observation tools/forms at the end of the week?

The instructional supervisor collects the forms from the leadership team members and uses an Excel spreadsheet to tally the ratings for each observation and then generates a report in the form of a graph showing the average rating for each of the seven environments. (Appendix D) The forms are kept on file by the instructional supervisor. The leadership team compares the data from week to week and shares examples of what they are seeing in the classrooms, frequently in the form of PLUS and DELTA and NEXT STEPS. The report is posted in hard copy on the bulletin board at the central office and is also posted on the district website. The data is also summarized in the district's quarterly report to the board of education.

9. How is the data from the observations used?

The data is displayed in a user-friendly format – a graph in order to monitor the progress from week to week on each of the seven environments. This data is used when analyzing growth or determining next steps on the identified priorities. This process also provides trend data over time.

10. Further Information:

- Most monthly principals' meetings are held in schools on a rotating basis. A segment of the agenda for each of these meetings is devoted to conducting and discussing ELEOT walkthroughs. All principals and district leadership participate in conducting one observations and then contributing to a debriefing session afterwards. Data is compiled into a graph for that principal to incorporate into their own school-level data or to share with the staff for discussion and planning purposes.
- Principals, assistant principals, and others designated by principals have been trained to use the ELEOT tool and have been certified through the AdvancED system.

Alignment to Strategic Plan/Framework

Belief: Continuous improvement is essential to stakeholder empowerment.

Goal 1: Leadership & Accountability

Ensure the effectiveness of the district's systems and teaching and learning processes through the continuous improvement process.

- Develop systematic processes that effectively utilize internal and external data to improve teaching and learning. (O)
 - Implement the Continuous Improvement process system-wide. (S)
 - District of Distinction status
 - Minimum rating of 3 on all Standards for Quality (T)

- 100% of schools and departments use the PDSA or PDCA process to guide their work. (MG)

Belief: A world-class education is essential to college & career readiness.

Goal 2: Teaching & Learning

Implement a world class curriculum aligned to state standards and promote continuous classroom improvement which will prepare ALL students to be college/career ready.

- Engage ALL students in equitable and challenging learning opportunities that prepare them for success at the next level. (O)
 - Create and implement differentiated programs to meet all student needs. (S)
 - College/Career readiness rate of 95% or higher
 - Freshman graduation cohort rate of 98% or higher (T)
 - Increase CCR rate in 2016-17 from 72.9% to 80% and increase graduation rate from 96.2% to 97.3%. (MG)

Appendix

Appendix A	Effective Learning Environments Observation Tool (ELEOT) 2.0
Appendix B	ELEOT Reference Guide
Appendix C	ELEOT Ratings Guide
Appendix D	ELEOT FAQs



Effective Learning Environments Observation Tool (eleot® 2.0)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate make inquiries with learners.

Date _____ School _____ City _____ Country _____ State/Province _____ Grade Level(s) _____

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

	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	4	3	2	1
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Learners are treated in a fair, clear and consistent manner	4	3	2	1
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	4	3	2	1
B. High Expectations Environment:				
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	4	3	2	1
2. Learners engage in activities and learning that are challenging but attainable	4	3	2	1
3. Learners demonstrate and/or are able to describe high quality work	4	3	2	1
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	4	3	2	1
5. Learners take responsibility for and are self-directed in their learning	4	3	2	1
C. Supportive Learning Environment:				
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	4	3	2	1
2. Learners take risks in learning (without fear of negative feedback)	4	3	2	1
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	4	3	2	1
4. Learners demonstrate a congenial and supportive relationship with their teacher	4	3	2	1
D. Active Learning Environment:				
1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	4	3	2	1
2. Learners make connections from content to real-life experiences	4	3	2	1
3. Learners are actively engaged in the learning activities	4	3	2	1
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	4	3	2	1
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	4	3	2	1
3. Learners demonstrate and/or verbalize understanding of the lesson/content	4	3	2	1
4. Learners understand and/or are able to explain how their work is assessed	4	3	2	1
F. Well-Managed Learning Environment:				
1. Learners speak and interact respectfully with teacher(s) and each other	4	3	2	1
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	4	3	2	1
3. Learners transition smoothly and efficiently from one activity to another	4	3	2	1
4. Learners use class time purposefully with minimal wasted time or disruptions	4	3	2	1
G. Digital Learning Environment				
1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	4	3	2	1

NOTES:

Effective Learning Environments Observation Tool® (eleot®)

Environment A: Equitable Learning

Environment Item	Observe learners ...	Listen for learners saying ...
<p>1. Learners engage in differentiated learning opportunities and/or activities that meet their needs.</p>	<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>
<p>2. Learners have equal access to classroom discussions, activities, resources, technology and support.</p>	<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>
<p>3. Learners are treated in a fair, clear, and consistent manner.</p>	<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>
<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.</p>	<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>

Effective Learning Environments Observation Tool® (eleot®) 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>

Effective Learning Environments Observation Tool® (eleot®) 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>

Effective Learning Environments Observation Tool® (eleot®) 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>

Effective Learning Environments Observation Tool® (eleot®)

Environment E: Progress Monitoring & Feedback

Environment Item	Observe learners ...	Listen for learners saying ...
<p>1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.</p>	<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." "Yes, I was able to find the different regions of South America."</p>
<p>2. Learners receive/respond to feedback from teachers/peers/other resources to improve understanding and/or revise work.</p>	<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?" "I followed your example for adding exponents, and then I was able to correct all the errors on my test."</p>
<p>3. Learners demonstrate and/or verbalize understanding of the lesson/content.</p>	<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." "You need to measure the outside of a shape to find its perimeter."</p>
<p>4. Learners understand and/or are able to explain how their work is assessed.</p>	<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." "We need to look at the rubric so that we know how to make the best robot."</p>

Effective Learning Environments Observation Tool® (eleot®) 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>

Effective Learning Environments Observation Tool® (eleot®) 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>

Effective Learning Environments Observation Tool® (eleot®)

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
Routine and Systemic	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
Quality of Application	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
Quantity of Students Applying Item	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
Frequency of Application	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



Effective Learning Environments Observation Tool™ (eleot™) Frequently Asked Questions (FAQ)

What is eleot and what does it do?

Essentially, eleot's purpose is to identify observable evidence of classroom environments that are conducive to learning. This tool 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 individual teacher 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 from 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, a learning environment means the context in which student learning occurs within a classroom setting. As there may be multiple learning environments, eleot captures each under 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 are conducted for a minimum of 20 minutes. Observing for a longer period of time is optimal, but not required.

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.

If eleot is used in the External Review Process, why should an institution consider purchasing eleot? Using eleot as part of the continuous improvement process is beneficial to your schools and instructors, and gives instant ways to evaluate and expand on the teaching and learning process. Have an external review team doing the eleot during the accreditation process is an excellent evaluation of how your school is doing, but being able to do ongoing "temperature readings" throughout ALL of your classrooms and instructors is that much more helpful.

How much does eleot cost?

The cost of an individual school license (which comes with three trainings the first year as a bonus) is \$400. A district with three or more schools receives a discounted price of \$360.

What type of reports are available?

eleot allows reports to be created based on any combination of grade levels, subjects, instructors, observers and/or lesson segments. The report can be further refined to track these categories within specific dates given by the user, and can be viewed on your browser, downloaded into a CSV file or printed direct from the Admin pane.

Can I export observation results for my district?

The district administrators can go into each school's account to download the data via a CSV file. Once downloaded, all the data can be combined offline.

What is the timing of the district solution and what will it include?

The district solution has been released and includes an eleot license for each school, with unlimited use of eleot for one year and three (3) registrations for online certification training. The district eleot administrator will have access to each of the licensed schools, including the ability to upload teacher rosters, assign observers, conduct observations, view reports and download observation results for each school.

Can we purchase eleot training without buying the app?

The eleot certification training was developed to go hand in hand with specific eleot tools. The training is designed around observing classrooms according to the domains

that are proprietary to the observation tool developed by AdvancED®. The training would only apply to the use of eleot while on an External Review site visit or for use with the app.

Can we purchase additional training seats? If yes, can we purchase them for the district and disperse to our schools?

Additional training can be purchased at any time within the eleot app. Trainings are purchased within each school's account and are applicable to those school's personnel only.

Is there a cost to the district in addition to the school license fee?

No cost is involved to the district.

Is there a limit to the number of people who can use eleot in my school/district?

There is no limit to the number of people using eleot, but only three trainings are provided per license. Additional trainings can be purchased within the app itself.

As a district, I want to purchase eleot for my schools at the discounted rate, but some of my schools have already purchased it at a higher cost. What should I do?

Districts with schools already participating in eleot can have those schools converted to the district model easily. The schools will be refunded the original price and the district will be invoiced for the full amount so that all schools have a license at the discounted price.

Can we use eleot results as evidence for our accreditation process?

Results from eleot can be used as evidence in several areas, including professional development, peer learning and continuous improvement.

Does the use of eleot replace stakeholder interviews with students and/or teachers?

The eleot will not replace stakeholder surveys as part of the accreditation process, but can be used along with those surveys to create evidence you show the external review team.

Does AdvancED have access to the eleot data?

In 2012, the Effective Learning Environments Observation Tool™ (eleot™) became an integral part of both AdvancED® Accreditation and Diagnostic Reviews. Given the widespread use of eleot, the AdvancED research team has collected and analyzed data from more than 45,000 direct classroom observations. The analysis constitutes only a small number of potential analyses that could and have been done with the current eleot data. In addition to the knowledge gained from the data, AdvancED conducts regular analyses to ensure that all of the measures are performing as designed and to guide recommendations for future updates of the measures. Analyses of eleot data confirm the reliability and validity of the measure's ability to accurately reflect

classroom practices across a school on a given day. The result of extended psychometric review reveals that the performance of eleot is robust across multiple subjects and grades, as well as extremely stable across multiple environments. In the future, the AdvancED research team will examine the relationship of eleot scores to other outcomes of interest including student academic, social/ emotional and behavior outcomes, as well as teacher professional development outcomes.

Is training required in order to use eleot?

The eleot app is intuitive and user-friendly; however we do encourage users to become certified, as the training will enhance the tools effectiveness. Training is provided through the eleot app to users selected by the administrator. The training certifies the user to use eleot and more trainings can be purchased based on the needs of the school.

How do schools or school systems know that they are using eleot effectively?

Eleot training and certification enables schools and school systems to know that they are using the tool effectively. In addition, there is information in the eleot whitepaper that shows average scores across over 45,000 classrooms. Schools can use their data to compare to these averages to see where they stand. The paper can be found at http://www.advanc-ed.org/sites/default/files/mobile_apps/eleot/eleot_wp.pdf

Who will be able to see our eleot results?

eleot results are only viewable by the account administrator(s), who has the ability to pull reports and disseminate them as needed.

Is there research on eleot?

A published Whitepaper that discusses the research process as well as the findings of that research, and can be found at http://www.advanc-ed.org/sites/default/files/mobile_apps/eleot/eleot_wp.pdf

Do I need to be an accredited schools/school system to use eleot?

You do not need to be an accredited school to use eleot. Any school looking for a professional development or continuous improvement tool is applicable to use this app.

Does the eleot license expire? If the license does expire, what is the renewal process?

eleot licenses are valid for one year and then the institution is notified when applicable for a renewal. If a school paid individually they will be notified and then an automatic renewal process will be in place.

Can we capture notes in eleot during the observation process?

Each observation includes a section with each question to add notes and plans for the upcoming release include adding a section to take notes at the Observation level as well.

**What if an institution does not have funds in the budget to purchase eleot?
Are there other resources available?**

As eleot is a powerful tool for professional development, peer learning and continuous improvement, several schools use their Title 1, Title II or School Improvement grant funds to purchase this app for their use.

Does AdvancED provide support services after eleot is purchased?

For assistance or questions about eleot, please contact our Help Desk at 888-413-3669 ext. 5720 or helpdesk@advanc-ed.org