



# Creating Effective Learning Environments

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# Knowledge is Opportunity



Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.

# Our Vision

To impact and inspire education providers to advance and enable pathways for success for all learners.

# Our Mission

To serve as a trusted partner in advancing learning.

# We know schools because we're in schools



Accreditation  
& Certification



Assessment



Improvement  
Services



Professional  
Learning

# Learning targets

- **Review** key indicators that promote learning and student engagement in seven learning environments.
- **Practice** collecting and analyzing data on student engagement.
- **Develop** ideas on how to use the Effective Learning Environments Observation Tool<sup>®</sup> (eleot<sup>®</sup>) data for supporting your continuous improvement efforts.



# Key indicators and eleot

# eleot

- Based on widely used observation instruments, such as those developed by Marzano, Danielson, and the Classroom Assessment Scoring System (CLASS)
- Collected and analyzed data from more than 50,000+ classroom observations yearly
- Focused on student



# Learning environments

- Equitable learning
- High expectations
- Supportive learning
- Active learning
- Progress monitoring and feedback
- Well-managed learning
- Digital learning





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

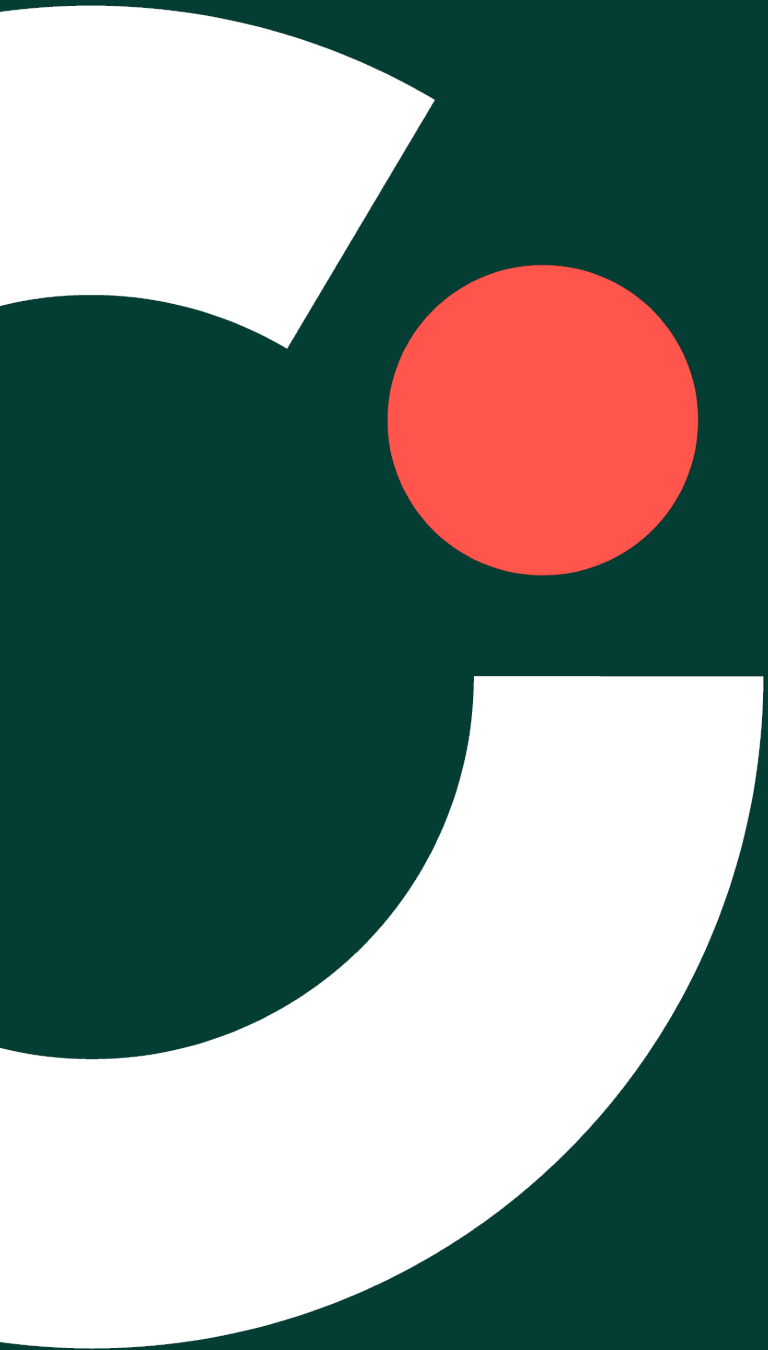
## B. High Expectations Environment:

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

# Who uses eleot?

- District leaders
- Principals
- Teachers
- Mentors
- Coaches
- Others as needed





# Conducting observations

# Which environments are easily recognizable?

Study the indicators for each environment.

Possible answers:

- Well-managed
- Digital learning
- Progress monitoring and feedback



# Which environments are easily recognizable?

Study the indicators for each  
environment.

Possible answers:

- Equitable learning
- Supportive learning






# Important: Consistency is a **MUST**


Online course and certification




Calibration sessions available

-  Observations


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-  Reporting


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-  Manage Users

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-  Manage Licenses

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-  eleot® Resources

- Ratings Guide
- FAQ
- White Paper

## Ratings Guide

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

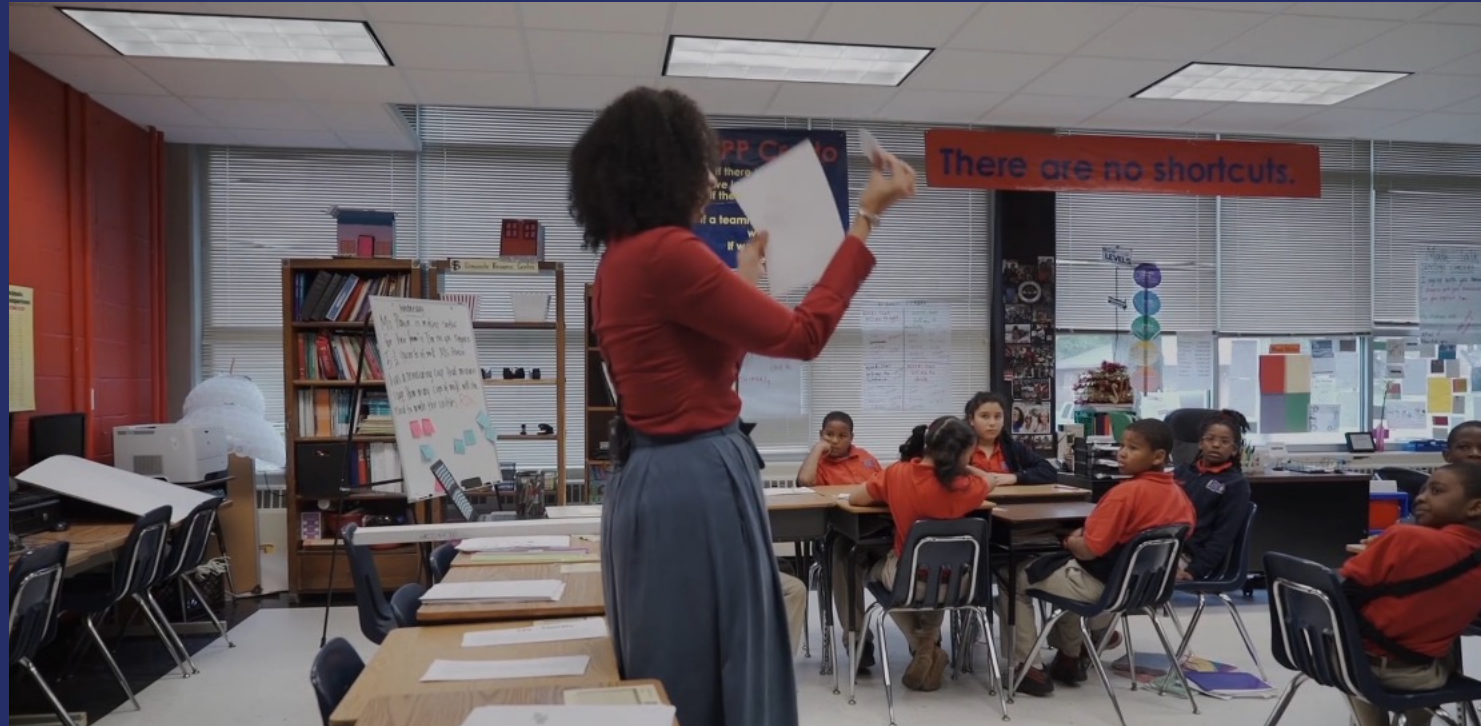
- Routine and Systemic
- Quality of Application
- Quantity of Students Applying Item
- Frequency of Application

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

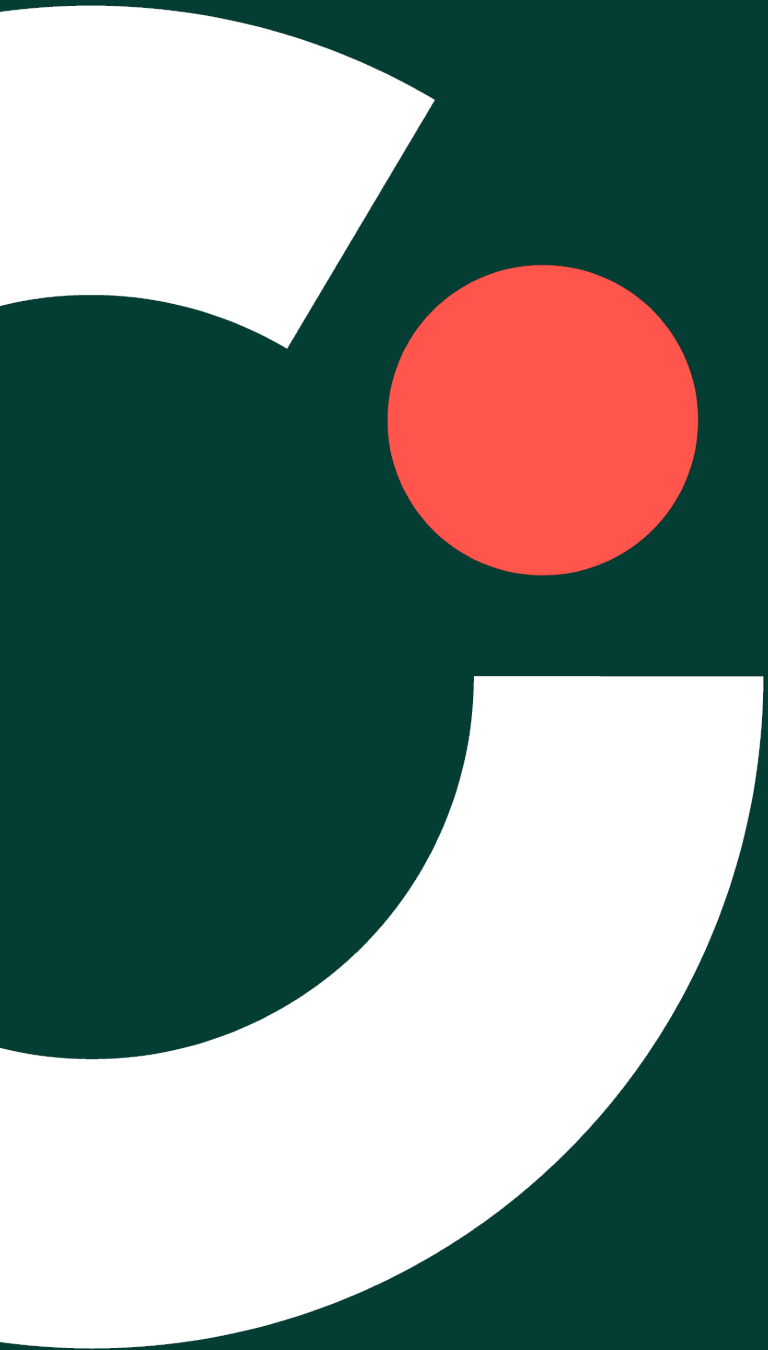


# eleot video activity – F4



# eleot video activity – D4





Using data  
from eleot  
reports

# Using eleot results...

- Focus on learner engagement.
- Track the impact of programs.
- Triangulate other sources for student engagement.
- Monitor data trends across content areas or grade levels.

# eleot reports...

- Provide data (which can be disaggregated by subject, observer, instructor, and date) on learning environments.
- Target areas for improvement to promote student engagement and, therefore, student learning.
- Identify potential areas of professional learning.
- Monitor and evaluate improvements in targeted learning environments over time.

# The Best School

<b>eleot® Observations</b>	
<b>Total Number of eleot® Observations</b>	<b>49</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.43
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.96
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.12
Learners are treated in a fair, clear and consistent manner	3.20
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	1.45



# The Best School

<b>High Expectations Environment</b>	2.21
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.31
Learners engage in activities and learning that are challenging but attainable	2.39
Learners demonstrate and/or are able to describe high quality work	1.86
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.06
Learners take responsibility for and are self-directed in their learning	2.45

# The Best School

<b>Supportive Learning Environment</b>	2.77
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.71
Learners take risks in learning (without fear of negative feedback)	2.61
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.82
Learners demonstrate a congenial and supportive relationship with their teacher	2.94



# The Best School

<b>Active Learning Environment</b>	2.46
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.65
Learners make connections from content to real-life experiences	2.16
Learners are actively engaged in the learning activities	2.86
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.16
<b>Progress Monitoring and Feedback Environment</b>	2.32
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.06
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.76
Learners demonstrate and/or verbalize understanding of the lesson/content	2.76
Learners understand and/or are able to explain how their work is assessed	1.71

# The Best School

<b>Well-Managed Learning Environment</b>	<b>2.64</b>
Learners speak and interact respectfully with teacher(s) and each other	2.98
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	2.67
Learners transition smoothly and efficiently from one activity to another	2.37
Learners use class time purposefully with minimal wasted time or disruptions	2.56
<b>Digital Learning Environment</b>	<b>1.21</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.39
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.19
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.05

# Summary results



# We have learned



- Actively participate in class discussions and activities.
- Complete assignments that meet their personal learning needs.
- Complete challenging work.
- Work on real-life problems.
- Feel safe at school.

# We have learned



- **Seldomly:**
  - Receive specific feedback about work from teacher and/or classmates that help better understand their learning.
  - Work on real-life problems.
  - Complete challenging work.
  - Complete assignments that meet personal learning needs.

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- **Equitable Learning**
- **High Expectations**
- **Supportive Learning**
- **Active Learning**
- **Progress Monitoring and Feedback**
- **Well-Managed**
- **Digital Learning**

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# How can you get eleot working for you?

- Invite Cognia to conduct Student Engagement Reviews for the school or district to get initial results.
- Create a list of potential observers at your school who should be assigned to become certified and conduct eleot observations.
- Participate in eleot calibration activities.
- Conduct your own observations over time and analyze results.

# Cognia's Teacher Observation Tool

- Promotes learner-centric instruction
- Encourages effective teaching and learning practices
- Provides rich formative data for teachers and administrators
- Provides clear and focused feedback





# Questions about Cognia's support?

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