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: visuals, hands-on activities, auditory cues	The concepts are easier to understand when I (write an outline, draw a picture, concept map, etc.). I need to meet proficiency at this level before I can work with the other group.
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 or groups; using classroom resources; talking with teacher and peers	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 and consequences	I'm moving my behavior clip to yellow. I won't get full credit because my book report was late.
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	Sharing how content relates from their perspectives; working with students from other backgrounds; engaging with students performing at different academic levels	In my home country, it is unlawful to protest against the government. You have three sisters and I have one!

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. Are my notes in the right format?
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 *sample corner*, this lab report would be tougher to finish. My group is working on a project to solve the school's traffic congestion before and after school.
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. The assignments check sheet lists many examples of the resources to use.
4. Is engaged in rigorous coursework, discussions and/or tasks	Using content specific vocabulary; using concepts from other disciplines	Let's use the formula we learned in math to predict the size of our landing area 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 conclusion; 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. My solution to the problem is based on an evaluation of students' attendance at school-sponsored activities.

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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); connecting to their peers	I can work through the first problem on the board. I'm ready to exchange papers with my partner.
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. Ms. Greene, John's painting is really good.
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? I don't think we conserve energy by recycling.
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; responding to questions	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 information 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.

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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. Yes, I was able to find the different regions of South America.
2. Responds to teacher feedback to improve understanding	Correcting written work; responding correctly to questions; retaking assessments	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.
3. Demonstrates or verbalizes understanding of the lesson/content	Taking notes; participating in activities; contributing to discussions; using content specific vocabulary	This is like yesterday's lesson. You need to measure the outside of a shape to find its perimeter.
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 revised classwork to turn in.

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. Good morning, Ms. Wright. Thank you for your help.
2. Follows classroom rules and works well with others	Staying in learning space; listening for directions; speaking respectfully to others	I know what Mr. Naylor wants me to do for this assignment. You review the directions and I'll get the graph paper.
3. Transitions smoothly and efficiently to activities	Moving quickly and quietly without disruptions or additional directions; helping peers to move quickly and quietly	I am ready to begin my work in this center. Ms. Lee said to go in order.
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? 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.

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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; solving problems	This is my favorite site for learning how to write an essay. Should we use the persuasive writing rubric on this site as our guide?
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.

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