Why It Matters:

What to Understand

What Learners Do

Why It Matters:

Teachers often calibrate their expectations differently based how they perceive students, and students detect and respond to those expectations accordingly, whether they are high or low (Rosenthal & Jacobs, 1968). Successful teachers, however, work to foster high expectations for all their students (Marzano, 2010). They do this because it is "through relationships that convey high expectations [that] students learn to believe in themselves and in their futures, developing the critical resilience of self-esteem, self-ef cacy, autonomy, and optimism" (Benard, 1995, p.3).

What to Understand

- This environment is about

Effective Learning Environments Observation Tool® (eleot®)

Environment C: Supportive Learning

Why It Matters: The culture of learning in a remote classroom can have important implications for student outcomes. Aspects of classroom culture that have demonstrable effects on student achievement are student-teacher relationships, student self-concept, and the extent to which learning supports are available during instruction and application of learning (activities, assignments and tasks).

What to Understand

- Hattie (2009) found that "the most critical aspects contributed by the teacher are the quality of the teacher and the nature of teacher-student relationships." Though important, it is not suf cient that classroom interactions are positive; the focus of classroom interactions should be productive student learning.
- Dweck (2010) recommends that educators take an active role in "creating a culture of risk-taking" that emphasizes "challenge, not success". Intellectual risk-taking can occur within many contexts stemming from a variety of sources, but students must have opportunities for productive struggle appropriate to their own levels of need.

What Learners Do

- Speak and interact with peers and the teacher in constructive and meaningful ways.
- Provide support for others regarding understanding of content and expectations, as well as in accomplishing individual and/or group tasks.
- Focus attention, energy, and conversation on learning objectives, assignments, or tasks.
- Demonstrate willingness to move beyond their comfort zones to ask/answer questions or share ideas of which they are uncertain.

What Observers Do

- Take note of how students respond to the norms established, such as being on time, paying attention, and staying focused.
- Listen for comments and verbal exchanges in which students share feelings/attitudes about the remote learning environment.
- Check for ways students are challenged and supported and the role of the teacher in this process.
- Pay attention to students' comfort level for sharing an answer or idea, even if they are not sure it is correct.

Why It Matters:

Studies, as well as espoused psychological principles, strongly indicate that students learn best when they participate, have ownership in the learning, and see the relevance of what is being studied. When learners are inherently engaged or actively participating, they are more likely to refrain from “risk-involving behaviors in the learning environment” (Skinner, Furrer, Marchand, and Kindermann, 2008).

What to Understand

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- Active learning generally means that students are highly involved and take part in activities and discussions, typically with their peers, during the learning process.
- Active learning is different from passive learning- where students listen, watch and occasionally raise their hands to respond to their teachers’ questions.
- Commonly implemented instructional strategies, such as problem-baTf Tn <</Lanf33opeanrning, and see 0.3 0 0 10 173.151 429852501 86.hey pT Eot /Span <</Lang (en-US)/MCI

Why It Matters: Establishing “feedback loops” within the classroom is one of the most powerful ways for teachers

Why It Matters:

Why It Matters:

Today's learners encounter digital devices from a very early age, essentially growing up with some form of technology in their hands (National Educational Technology Plan, 2004). As an ISTE white paper explains, "Future innovation in education and technology will continue to disrupt virtually every industry and enterprise, presenting challenges as well as unprecedented opportunities for economic growth and human development" (Barr & Sykora, 2015, p.4). Faced with such a future, high-quality classrooms must find innovative and authentic ways to integrate student use of technology in a way that fosters a positive and strong digital learning environment.

What to Understand

- This environment focuses on student use of digital tools.
- Student interaction is essential to ensure connection and collaboration with their peers and teacher(s).
- For example, the first 20 minutes are might be focused on introducing the lesson and the teacher's expectations. Therefore, students might not be engaged in critical thinking, collaborating with peers, or exploring topics that are relevant and interesting to them.
- Each Item Descriptor measures a different aspect of student use of digital tools and

  G.1 - Basic information gathering

  G.2 - More in-depth research, problem-solving and new learning

  G.3 - Communication and collaboration assigned to groups, do not necessarily indicate they are collaborating.

What Learners Do

- Look up information needed to complete activities.
- Apply information and lesson content to new situations.
- Collect and synthesize information from a variety of sources to develop a deeper body of knowledge.
- Generate new content/materials.
- Work collaboratively to solve problems and complete tasks.
- Share learning objectives with others.

What Observers Do

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