

South Carolina Teaching Standards 4.0
AdvancED - Effective Learning Environments Observation Tool
CROSSWALK

AdvancED Effective Learning Environments Observation Tool ELEOT	South Carolina Teaching Standards 4.0 SCTS
A. Equitable Learning Environment:	← Domains
1. Has differentiated learning opportunities that meet his/her needs	<p>← Indicator</p> <p>Expectations Teacher creates learning opportunities where all students can experience success. (4) ← Descriptor Performance Level</p> <p>Activities and Materials Activities and materials are relevant to students' lives.</p> <p>Teacher Knowledge of Students Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. (3)</p>
2. Has equal access to classroom discussions, activities, resources, technology, and support	<p>Expectations Teacher creates learning opportunities where all students can experience success. (4)</p> <p>Environment The classroom supplies, equipment, and resources are easily and readily accessible for all students. (4) The classroom is arranged to promote individual and group learning. (3)</p>
3. Knows that rules and consequences are fair, clear, and consistently applied	<p>Managing Student Behavior Students are consistently well-behaved, and on task. (4) Teacher and students establish clear rules and expectations for learning and behavior. (4) Teacher overlooks inconsequential behavior. (4) The teacher deals with students who have caused disruptions rather than the entire class. (4) The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. (4)</p>
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	<p>Respectful Culture Students exhibit caring and respect for one another. (4) Teacher seeks out and is receptive to the interests and opinions of all students. (4) Positive relationships and interdependence characterize the classroom. (4)</p> <p>Motivating Students The teacher often organizes the content so that it is personally meaningful and relevant. (3)</p> <p>Activities and Materials</p>

	<p>Activities and materials sustain students' attention.</p> <p>Teacher Knowledge of Students</p> <p>Teacher practices regularly incorporate student interests and cultural heritage. (3)</p>
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B. High Expectations Environment:	Instruction, Environment
<p>1. Knows and strives to meet the high expectations established by the teacher</p>	<p>Standards and Objectives Expectations for student performance are clear, demanding and high. (3) All learning objectives and state content standards are explicitly communicated. (4)</p> <p>Presenting Instructional Content Presentation of content always includes: (4) concise communication all essential information no irrelevant, confusing, or non-essential information.</p> <p>Questioning Students generate questions that lead to further inquiry and self-directed learning. (3)</p> <p>Grouping All students in groups know their roles, responsibilities, and group work expectations. (4) All students participating in groups are held accountable for group work and individual work. (4) Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. (4)</p> <p>Thinking The teacher consistently provides opportunities where students: Monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. (4)</p> <p>Expectations Students take initiative and follow through with their own work. (4)</p> <p>Managing Student Behavior Students are consistently well-behaved, and on task. (4)</p>
<p>2. Is tasked with activities and learning that are challenging but attainable</p>	<p>Standards and Objectives Expectations for each student's performance are clear, demanding, and high. (4) There is evidence that most students demonstrate mastery of the objective. (3)</p> <p>Lesson Structure and Pacing Pacing is brisk, and provides opportunities many opportunities for individual students who progress at different learning rates. (4)</p> <p>Activities and Materials Activities and materials are challenging.</p> <p>Questioning Teacher questions are varied and high quality providing a balanced mix of question types: knowledge and comprehension, application and analysis, and creation and</p>

	<p>evaluation. (3)</p> <p>Academic Feedback Feedback from students is regularly used to monitor and adjust instruction. (3)</p> <p>Teacher Knowledge of Students Teacher practices display understanding of each student’s anticipated learning difficulties. (4)</p> <p>Expectations Teacher sets high and demanding academic expectations for every student. (4)</p>
<p>3. Is provided exemplars of high quality work</p>	<p>Presenting Instructional Content Presentation of content always includes: explicit examples, illustrations, analogies, and labels for new concepts and ideas. (4) modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. (4)</p>
<p>4. Is engaged in rigorous coursework, discussions, and/or tasks</p>	<p>Standards and Objectives Expectations for each student’s performance are clear, demanding, and high. (4)</p> <p>Activities and Materials Activities and materials are challenging elicit a variety of thinking provide opportunity for student to student interaction.</p> <p>Questioning Students generate higher order questions that lead to further inquiry and self-directed learning. (4)</p> <p>Academic Feedback Teacher engages students in giving specific and high quality feedback to one another. (4)</p> <p>Thinking The teacher regularly provides opportunities where students: Generate a variety of ideas and alternatives. (3) Analyze problems from multiple perspectives and viewpoints. (3)</p> <p>Student Work Assignments require students to: Interpret and analyze information rather than reproduce it. (3) Draw conclusions and support them through writing. (3)</p>

<p>C. Supportive Learning Environment:</p>	
<p>Instruction, Environment</p>	
<p>1. Demonstrates or expresses that learning experiences are positive</p>	<p>Motivating Students The teacher consistently organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. (4) The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. (4)</p>

	<p>The teacher consistently reinforces and rewards effort. (4)</p> <p>Expectations Teacher creates learning opportunities where most students can experience success. (3)</p>
<p>2. Demonstrates positive attitude about the classroom and learning</p>	<p>Environment The classroom welcomes all members and guests. (4) is organized and understandable to all students and encourages student collaboration. (4)</p> <p>Respectful Culture Positive relationships and interdependence characterize the classroom. (4)</p>
<p>3. Takes risks in learning (without fear of negative feedback)</p>	<p>Academic Feedback Oral and written feedback is consistently academically focused, frequent, and high quality. (4)</p> <p>Expectations Teacher encourages students to learn from mistakes. (3)</p> <p>Managing Student Behavior The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. (3)</p> <p>Respectful Culture Teacher-student interactions demonstrate caring and respect for one another. (4)</p>
<p>4. Is provided support and assistance to understand content and accomplish tasks</p>	<p>Academic Feedback Feedback is frequently given during guided practice and homework review. (4) The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. (4)</p> <p>Teacher Content Knowledge Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. (3) Limited content is taught in sufficient depth to allow for the development of understanding. (4)</p>
<p>5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs</p>	<p>Standards and Objectives Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. (4) Expectations for each student's performance are clear, demanding, and high. (4)</p> <p>Motivating Students The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. (4)</p> <p>Academic Feedback The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. (4)</p> <p>Teacher Knowledge of Students Teacher consistently provides differentiated instructional methods and content to</p>

ensure children have the opportunity to master what is being taught. (4)

D. Active Learning Environment:

1. Has several opportunities to engage in discussions with teacher and other students

Activities and Materials

Provide opportunities for student to student interaction.

Questioning

Students generate higher order questions that lead to further inquiry and self-directed learning (4)

Academic Feedback

Teacher engages students in giving feedback to one another. (3)

Environment

The classroom is arranged to promote individual and group learning. (3)

2. Makes connections from content to real-life experiences

Standards and Objectives

Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. (4)

Motivating Students

The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. (3)

Activities and Materials

are relevant to students' lives.

Teacher Knowledge of Students

Teacher practices regularly incorporate student interests and cultural heritage. (3)

3. Is actively engaged in the learning activities

Expectations

Students take initiative and follow through with their own work. (4)

E. Progress Monitoring and Feedback Environment:

1. Is asked and/or quizzed about individual progress/learning

Activities and Materials

Provide time for reflection.

In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. (4)

Grouping Students

Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. (4)

2. Responds to teacher feedback to improve understanding

Academic Feedback

Feedback is frequently given during guided practice and homework review.

The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. (4)

3. Understands how her/his work is assessed

Assessment

Assessment Plans:

have clear measurement criteria (3)

	are portfolio-based with clear illustrations of student progress toward state content standards. (4)
4. Demonstrates or verbalizes understanding of the lesson/content	Standards and Objectives All learning objectives and state content standards are explicitly communicated. (4) Expectations for each student's performance are clear, demanding, and high. (4)
5. Has opportunities to revise/improve work based on feedback	Standards and Objectives There is evidence that most students demonstrate mastery of the objective. (3) Expectations Teacher encourages students to learn from mistakes. (3)

F. Well- Managed Learning Environment:

1. Speaks and interacts respectfully with teacher(s) and peers	Respectful Culture Teacher-student interactions demonstrate caring and respect for one another. (4) Students exhibit caring and respect for one another. (4) Positive relationships and interdependence characterize the classroom. (4)
2. Follows classroom rules and works well with others	Managing Student Behavior Students are consistently well-behaved, and on task. (4) Teacher and students establish clear rules and expectations for learning and behavior. (4)
3. Transitions smoothly and efficiently to activities	Lesson Structure and Pacing No instructional time is lost during transitions. (4) The classroom supplies, equipment, and resources are easily and readily accessible for all students. (4)
4. Collaborates with other students during student-centered activities	Environment The classroom is organized and understandable to all students and encourages student collaboration. (4)
5. Knows classroom routines, behavioral expectations and consequences	Environment Students are consistently well-behaved, and on task. (4) Teacher and students establish clear rules and expectations for learning and behavior. (4) The teacher overlooks inconsequential behavior. (4) The teacher deals with students who have caused disruptions rather than the entire class. (4) The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. (4)

G. Digital Learning Environment:

1. Uses digital tools/technology to gather, evaluate,	Activities and materials support the lesson objectives.
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<p>and/or use information for learning</p>	<p>elicit a variety of thinking. incorporate multimedia and technology which enhances student learning and thinking. incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring.</p>
<p>2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning</p>	<p>Thinking The teacher thoroughly teaches two types of thinking: (3) analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</p> <p>Problem Solving The teacher implements activities that teach and reinforce 2 of the following problem solving types: Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing</p> <p>Student Work Assignments require students to: Interpret and analyze information rather than reproduce it. (3) Draw conclusions and support them through writing. (3)</p>
<p>3. Uses digital tools/technology to communicate and work collaboratively for learning</p>	<p>Thinking The teacher regularly provides opportunities where students: generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.</p> <p>Problem Solving Generating Ideas</p>

<p>Rating Scales Comparison</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p>ELEOT</p>	<p>Very Evident</p>	<p>Evident</p>	<p>Somewhat Evident</p>	<p>Not Observed</p>

SCTS	<p style="text-align: center;">Exemplary</p> <p>Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates Learning.</p>	<p style="text-align: center;">Proficient</p> <p>Some Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.</p>	<p style="text-align: center;">Needs Improvement</p> <p>Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.</p>	<p style="text-align: center;">Unsatisfactory</p> <p>Heavy Emphasis on Teacher Direction-Minimal Evidence of Student Ownership of Learning.</p>