

Navigating Improving Learner Outcomes Using Cognia's Effective Learning Environments Observation Tool (eleot) and Teacher Observation Tool (TOT) as a Compass



Dr. Lloydette Young, Strategic Planning Coordinator

August 2024

Cross-Functional Team eleot and
TOT Training





OUR VISION AND MISSION

VISION STATEMENT

The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.

MISSION STATEMENT

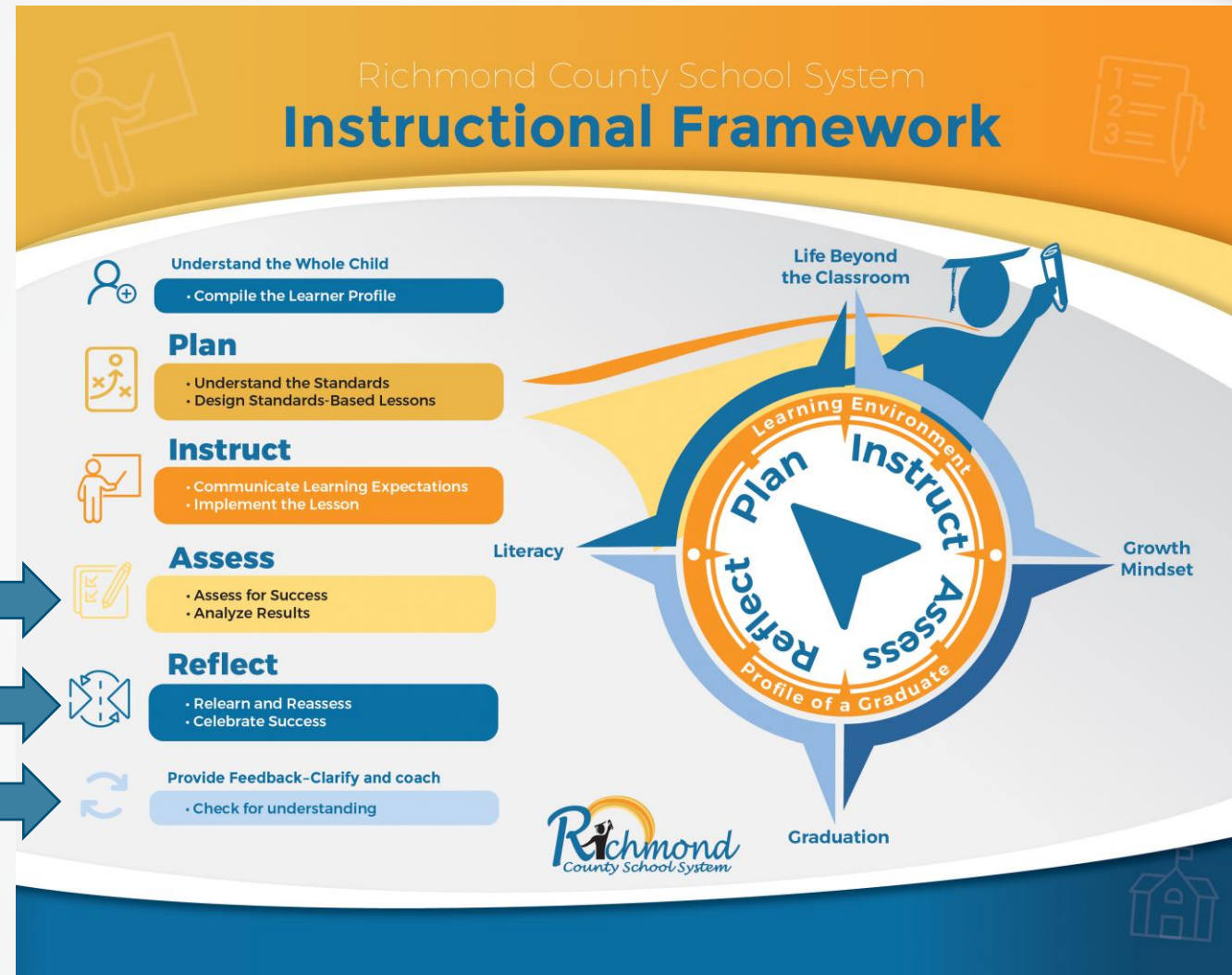
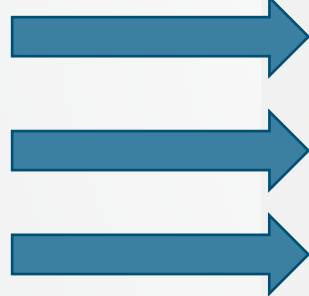
Building a globally competitive school system that educates the whole child through teaching, learning, collaboration, and innovation.

RICHMOND COUNTY SCHOOL SYSTEM

Strategy Map: 2020-2025



Today's
three
areas of
focus





Learning Targets

I am learning to:

- access the Cognia eleot and Teacher Observation Tool in Cognia myJourney.
- create eleot and Teacher Observation walkthroughs in Cognia myJourney to improve learner outcomes and enhance instructional practices.
- provide feedback to guide decisions regarding student engagement and instructional practices, aiming for continuous improvement in teaching and learning.

Success Criteria

I know I am successful when...

- ✓ I can access the Cognia eleot and Teacher Observation Tool in Cognia myJourney.
- ✓ I can create eleot and Teacher Observation walkthroughs in Cognia myJourney to improve learner outcomes and enhance instructional practices.
- ✓ I can provide feedback to guide decisions regarding student engagement, student agency, and instructional practices, aiming for continuous improvement in teaching and learning.

The Importance



The Alignment

One System

RCSS FY25 CLIP Performance Goals

2024-2025 System Goal Areas

Student Achievement and Success

- During the 24-25 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 5%.
- During the 24-25 school year, we will increase post-high school readiness by increasing our graduation rate from 81% to 83%.

High Performing Workforce

- During the 24-25 school year, we will increase the number of highly effective teachers and leaders retained in RCSS by 3%.

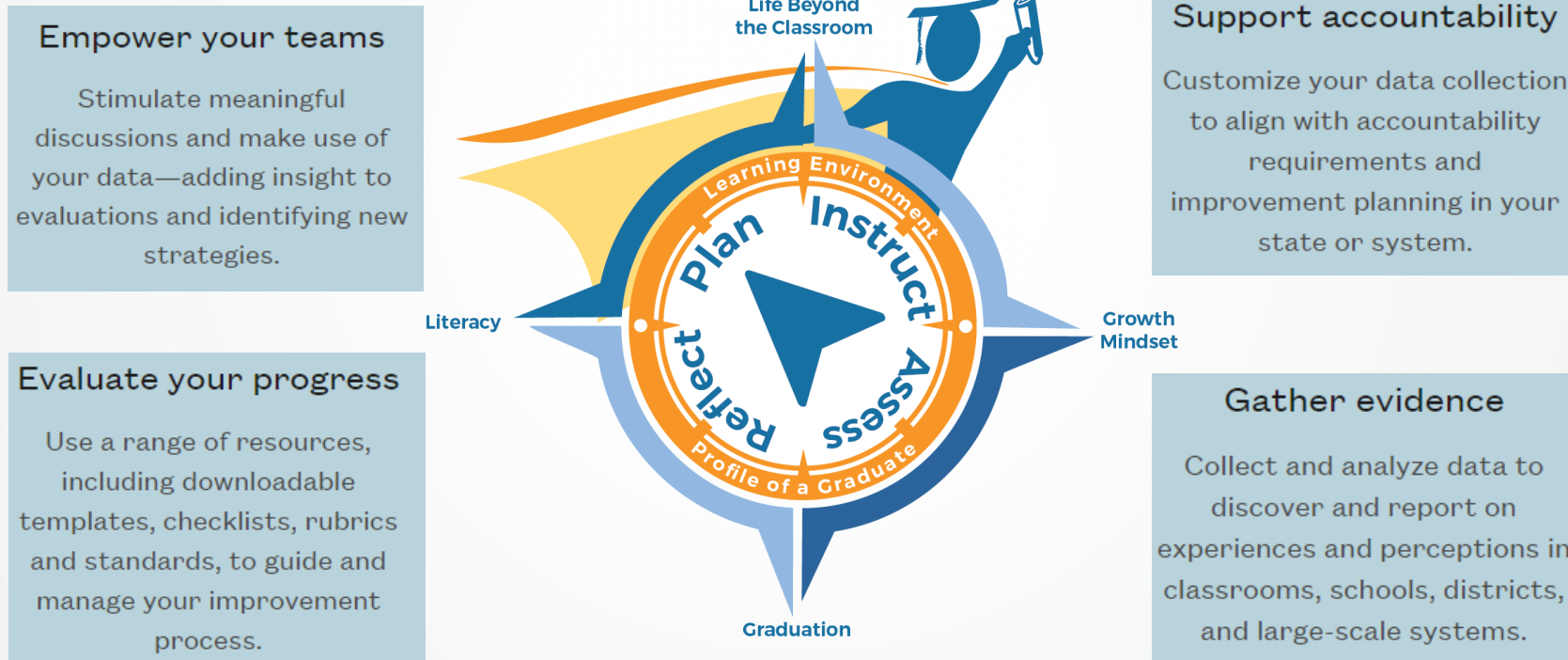
The Power of Observation

<https://www.cognia.org/instructional-practice/>

eleot in myJourney Cognia



What is the purpose, benefits, and main outcomes?



What is the eleot ?

The eleot is a **learner-focused** classroom observation tool used as a formative tool for improvement that measures students' responses, reactions, and engagement in seven learning environments.

NOTE: Observations must be a minimum of 20 minutes



eleot Jigsaw Activity

Expert Groups of 7

Directions:

1. In your “expert” groups select one Environment Flashcard.

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

2. Take two minutes to read the Environment Flashcard silently.

3. Take one minute to share with your group the important component of the Environment Flashcard you have chosen.

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

eleot Ratings Guide

- Provides guidance
- Ensures interrater reliability

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 _____ State/Province _____ Country _____ Grade Levels _____
Time _____ Time _____ Check ALL Lesson Lesson Lesson
In _____ Out _____ that apply: Beg _____ Mid _____ End _____ Subject Observed _____ Observer _____

	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
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	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

Printed version of eleot

NOTE: Identified schools must always have ratings on eleot B2, B4, and D3

Let's Practice
Nearpod Activity

Go to: join.nearpod.com

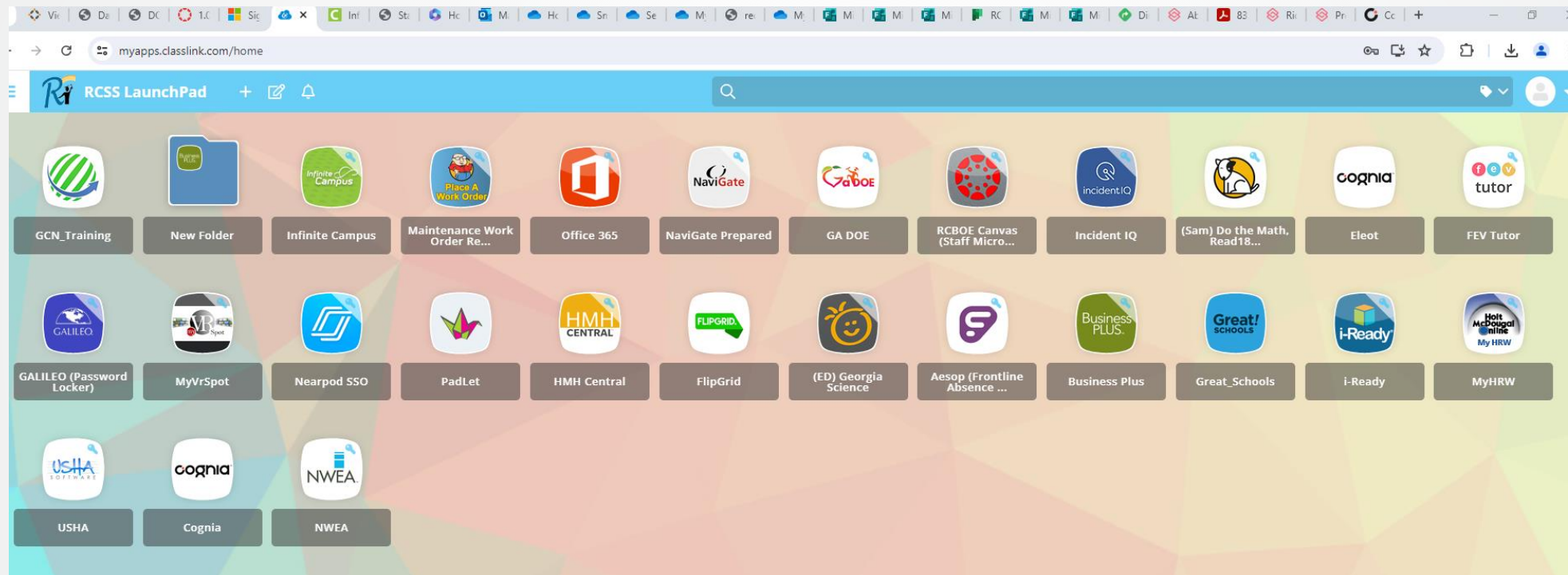
Enter Code: knzjf

Let's Practice

We will be creating an eleot observation.

Login to Launchpad

Accessing eleot and TOT



Accessing eleot and TOT

myjourney.cognia.org/login

Login


cognia™

Email Address

Password

Login

[Request Password](#) [Contact us for login help](#)



myJourney™

Note:
Not a single
sign on app

Use your
BOE email

Accessing eleot and TOT

myJourney™

Welcome, LLOYDETTE

School
Richmond County School System
[Institution Update](#)

Observations

eleot Reporting Results

Reporting

All (75) 30 Days (75) Certified Observers (33)

Category	Glenn Hills Middle School	Network Average
A. Equitable Learning	2.51	2.75
B. High Expectations	2.27	2.75
C. Supportive Learning	2.54	2.75
D. Active Learning	2.23	2.75
E. Progress Monitoring	2.26	2.75
F. Well-Managed Learning	2.48	2.75
G. Digital Learning	1.72	2.75

Overall Score: 2.31 Network Average: 2.75

eleot Observers

Manage Users

All (103) Active (17)

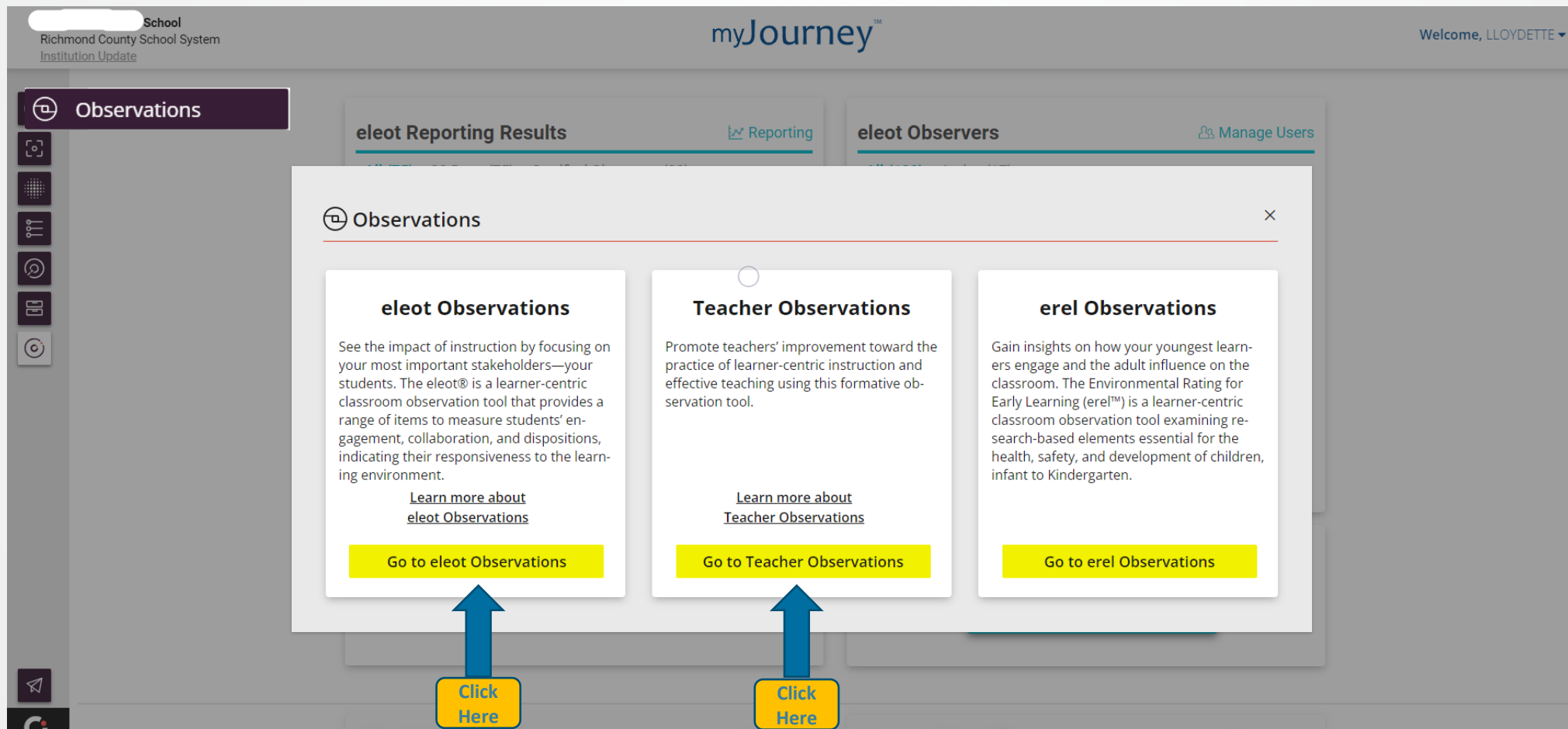
● eleot Certified (1.0, 2.0 or both)
● Not eleot Certified, No Training Assigned
● Not eleot Certified, Training Assigned

Available Training Seats: 24

eleot

Go to eleot

Accessing eleot and TOT



The screenshot shows the myJourney web application interface. At the top, the header includes the Richmond County School System logo, the myJourney logo, and a welcome message for LLOYDETTE. The main navigation bar on the left includes a menu with 'Observations' highlighted. The main content area is divided into two tabs: 'eleot Reporting Results' and 'eleot Observers'. A modal window titled 'Observations' is open, displaying three cards: 'eleot Observations', 'Teacher Observations', and 'erel Observations'. Each card contains a description of the tool and a 'Go to' button. Below the modal, two blue arrows point to the 'Go to eleot Observations' and 'Go to Teacher Observations' buttons, with a 'Click Here' label next to each arrow.

Observations

eleot Reporting Results [Reporting](#)

eleot Observers [Manage Users](#)

Observations

eleot Observations

See the impact of instruction by focusing on your most important stakeholders—your students. The eleot® is a learner-centric classroom observation tool that provides a range of items to measure students' engagement, collaboration, and dispositions, indicating their responsiveness to the learning environment.

[Learn more about eleot Observations](#)

[Go to eleot Observations](#)

Teacher Observations

Promote teachers' improvement toward the practice of learner-centric instruction and effective teaching using this formative observation tool.

[Learn more about Teacher Observations](#)

[Go to Teacher Observations](#)

erel Observations

Gain insights on how your youngest learners engage and the adult influence on the classroom. The Environmental Rating for Early Learning (erel™) is a learner-centric classroom observation tool examining research-based elements essential for the health, safety, and development of children, infant to Kindergarten.

[Go to erel Observations](#)

[Click Here](#)

[Click Here](#)

eleot Selected

eleot-observations.cognia.org/app.html#/dashboard

☆

New Observation

Observations

Welcome to eleot® Observations

You have 1 observations awaiting submission.
 Select an observation row to edit
 or [New Observation](#) to create a new observation.

Filter by

All

All

Instructor Name	Grade(s)	Subject / Title	Activity	Status	
TEACHER, IAM RCSS <i>teachia@BOE.ichmond.k12.ga.us</i>	8th Grade	Mathematics 8th Grade Math	11:23 PM Mar 31	✓	⋮
TEACHER, PROUD RCSS <i>teachpr@BOE.ichmond.k12.ga.us</i>	8th Grade	Language Arts 8th Grade ELA	11:22 PM Mar 31	✓	⋮
TEACHER, SUPREME RCSS <i>teachsu@BOE.ichmond.k12.ga.us</i>	7th Grade	Social Studies Social Studies	10:51 PM Feb 28	✓	⋮

eleot Selected

← → ↺

eleot-observations.cognia.org/app.html#/dashboard?customerId=4947&location=dashboard

☆ 📄 🗨 👤 ⋮

🔍

New Observation

Observations

Welcome to eleot® Observations

You have 5 observations awaiting submission.
Select an observation row to edit
or [New Observation](#) to create a new observation.

Filter by

All ▾

All ▾

🔍

Instructor Name	Grade(s)	Institution	Subject / Title	Activity ▾	Status	⋮
MASON, BRITTNEY <i>MasonBr@BOE.Richmond.k12.ga.us</i>	8th Grade	Richmond County Technical Career Magnet School Richmond County School System	Language Arts ELA	2:27 PM Mar 19	✅	⋮
JOHNSON, DEIDRA <i>johnsde5@boe.richmond.k12.ga.us</i>	8th Grade	Richmond County Technical Career Magnet School Richmond County School System	Language Arts ELA	2:25 PM Mar 19	✅	⋮
Wilson, Anthony <i>WilsoAn@boe.richmond.k12.ga.us</i>	6th Grade	Richmond County Technical Career Magnet School Richmond County School System	Health Health	1:15 PM Mar 19	✅	⋮
Clyburn, April <i>clybuap@boe.richmond.k12.ga.us</i>	8th Grade	Richmond County Technical Career Magnet School Richmond County School System	Health Health	1:31 PM Mar 18	✅	⋮
Miller, Jeremy <i>milleje@boe.richmond.k12.ga.us</i>	8th Grade	Richmond County Technical Career Magnet School Richmond County School System	Career and Technical ... Culinary	10:05 AM Mar 13	✅	⋮

New Observation

Institution

Select an institution

Instructor Name

(Example: Joe Smith)

Instructor Email

Course Title / Topic

Subject

Grade Level

Grade Level ▾

Lesson Segment

(Multiple Select)

Beginning Middle End

Observer Name

LLOYDETTE YOUNG

Create Observation

Cancel

Enter
Information
Here

Click
Here

NOTE:

School-level, the
school will
automatically
populate

System-level,
must select the
school in which
you are
conducting the
observation

eleot Selected

Observe

Press Start to begin your observation:
Please Remember: Best practice is to observe for 20 minutes.

Institution
Goshen Elementary School
Richmond County School System

Edit

Instructor
Brenda Washington
Washibr@boe.richmond.k12.ga.is

Course Title / Topic
ELA

Subject
Language Arts

Grade Level
1st Grade

[Download PDF](#)
[Email PDF To Instructor](#)

[Add observation note](#)

[Delete](#)

Start Observation

Enter time / date manually

←

Observe

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

Equitable Learning

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs

[Add note](#)

2. Learners have equal access to classroom discussions, activities, resources, technology, and support

[Add note](#)

3. Learners are treated in a fair, clear and consistent manner

[Add note](#)

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

[Add note](#)

High Expectations

Click Here



[Click Here](#)

Teacher Clarity



Focal Questions to Always Ask

- What are they learning?
- Why are they learning it?
- How will they know they learned it?

Teacher Observation Tool (TOT) in myJourney Cognia



Teacher Observation Tool (TOT)

Reliability

- The Teacher Observation Tool underwent both a pilot and field test between 2020–2021 to ensure the tool and its items were relevant, accessible, and meaningful to schools.
- Teacher Observation Tool demonstrates high reliability (α ranging from 0.81 to 0.86 by domain, 0.96 overall; ω ranging from 0.82 to 0.88 by domain, 0.98 overall)

Benefits

- Achieve effective instruction with high quality learning environments

What is Teacher Observation Tool (TOT)

- The Cognia Teacher Observation Tool is a **formative** observation tool designed to promote teachers' professional and **continuous improvement** journeys toward that practice of **learner-centric** instruction and **effective** teaching.
- The observation tool provides useful, relevant, and quantifiable data on how classroom teachers **engage** student in learning.

NOTE: Observations must be a minimum of 20 minutes

Teacher Observation Tool (TOT)

Five Overarching Dimensions

By rating the items within these five overarching dimensions related to high-quality instruction, administrators and teachers can identify crucial elements to help strengthen and sustain effective teaching practices:

- Culture and Climate Dimension:** A learning environment that is created and sustained in which all learners are cared for, feel safe, have a sense of belonging, and feel secure to share their thoughts.
- Learning Dimension:** Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills
- Essentials Dimension:** Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment
- Agency Dimension:** Actions that foster learners' ability to self-direct and self-regulate their learning
- Relationship Dimension:** Actions that foster healthy, positive connections between the teacher and learners

Teacher Observation Tool Rating Guide

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

- *Implementation of Practices* refers to the extent to which a teacher implements each observable action with quality, fidelity, and rigor.
 - The teacher adjusts actions or practices to meet learners' needs.
 - The teacher demonstrates a deep understanding of best practices.
 - The teacher demonstrates the ability and wisdom to change actions or practices based on learners' cues.
- *Authenticity of Practices* refers to the extent to which a teacher embeds each observable action in the classroom environment.
 - The practices appear familiar to the learners.
 - The practices appear to occur regularly rather than sporadically.
 - The practices are regular, effective, and meet the needs of learners.
- *Effect on Learners* refers to the extent to which a teacher's practice(s) influence the learners in the classroom.
 - The learners respond positively.
 - The learners make adjustments.
 - The learners participate/engage in learning.

Each item on the observation tool is to be assessed against each factor on the rubric and the extent to which each item is *Evident* during an observation. Use this rating guide and your professional knowledge and judgment to determine each item's final rating.

Factors to consider when using this tool	Very Evident (4)	Evident (3)	Somewhat Evident (2)	Not Evident (1)
Implementation of Practices	Practices are fully implemented.	Practices are mostly implemented.	Practices are minimally implemented.	Implementation of practices is not evident.
Authenticity of Practices	Practices are fully embedded into the classroom environment.	Practices are mostly embedded into the classroom environment.	Practices are implemented but not embedded into the classroom environment.	Authenticity of practices is not evident.
Effect on Learners	Practices consistently affect all learners.	Practices consistently affect most learners.	Practices consistently affect some learners.	Effect on learners is not evident.

TOT Rating Guide

- Provides guidance
- Ensures interrater reliability
- The rubric is holistic and interconnected

Teacher Observation Tool

Date _____ Teacher Name _____ School _____ State/Province _____ Country _____ Grade Level(s) _____
Time In _____ Time Out _____ Lesson Beg _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension ★				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
★ 2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1

Learning Lab August 2021 Teacher Observation Tool Resources

3

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Essentials Dimension ★				
The teacher:				
★ 1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1
3. Facilitates use of resources that support learners' needs	4	3	2	1
★ 4. Implements instructional strategies that actively engage learners	4	3	2	1
5. Manages the learning time in an efficient and optimal manner	4	3	2	1
Agency Dimension				
The teacher:				
1. Empowers learners to be responsible for the learning at hand	4	3	2	1
2. Gives learners choices about the learning activities or tasks	4	3	2	1
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1
5. Builds learners' growth mindset and self-efficacy	4	3	2	1
Relationship Dimension				
The teacher:				
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1

Learning Lab August 2021 Teacher Observation Tool Resources

4

Printed version of TOT

NOTE: Identified schools must always have ratings on TOT L2, E1, and E4

The Measurements:

Observe and rate teacher behaviors across five research-based dimensions that generate valuable improvement data, emphasize learner-centric instruction, and stimulate collaborative dialogue.

1. Culture and Climate
2. Learning
3. Essentials
4. Agency
5. Relationships

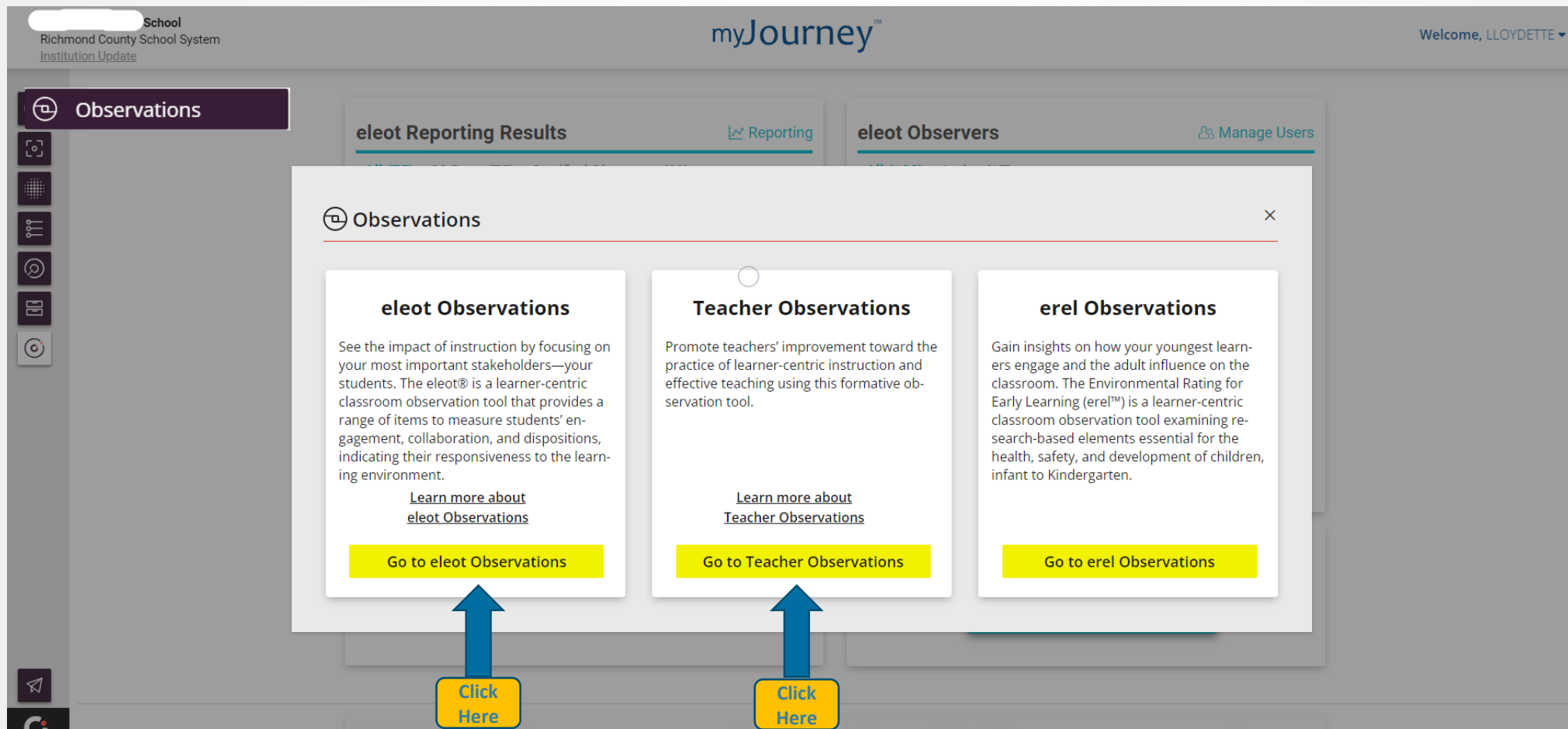
Rate multiple items in each dimension to create a data-driven picture of classroom behavior.

Let's Practice

We will be creating a TOT observation.

Login to Launchpad

Accessing eleot and TOT



The screenshot shows the myJourney web application interface. At the top, the header includes the Richmond County School System logo, the myJourney logo, and a welcome message for LLOYDETTE. The main navigation bar on the left includes a menu with 'Observations' selected. The main content area is divided into two tabs: 'eleot Reporting Results' and 'eleot Observers'. A modal window titled 'Observations' is open, displaying three cards: 'eleot Observations', 'Teacher Observations', and 'erel Observations'. Each card contains a description of the tool and a 'Go to' button. Below the modal, two blue arrows point to the 'Go to eleot Observations' and 'Go to Teacher Observations' buttons, with a 'Click Here' label next to each arrow.

Observations

eleot Reporting Results [Reporting](#)

eleot Observers [Manage Users](#)

Observations

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[Go to eleot Observations](#)

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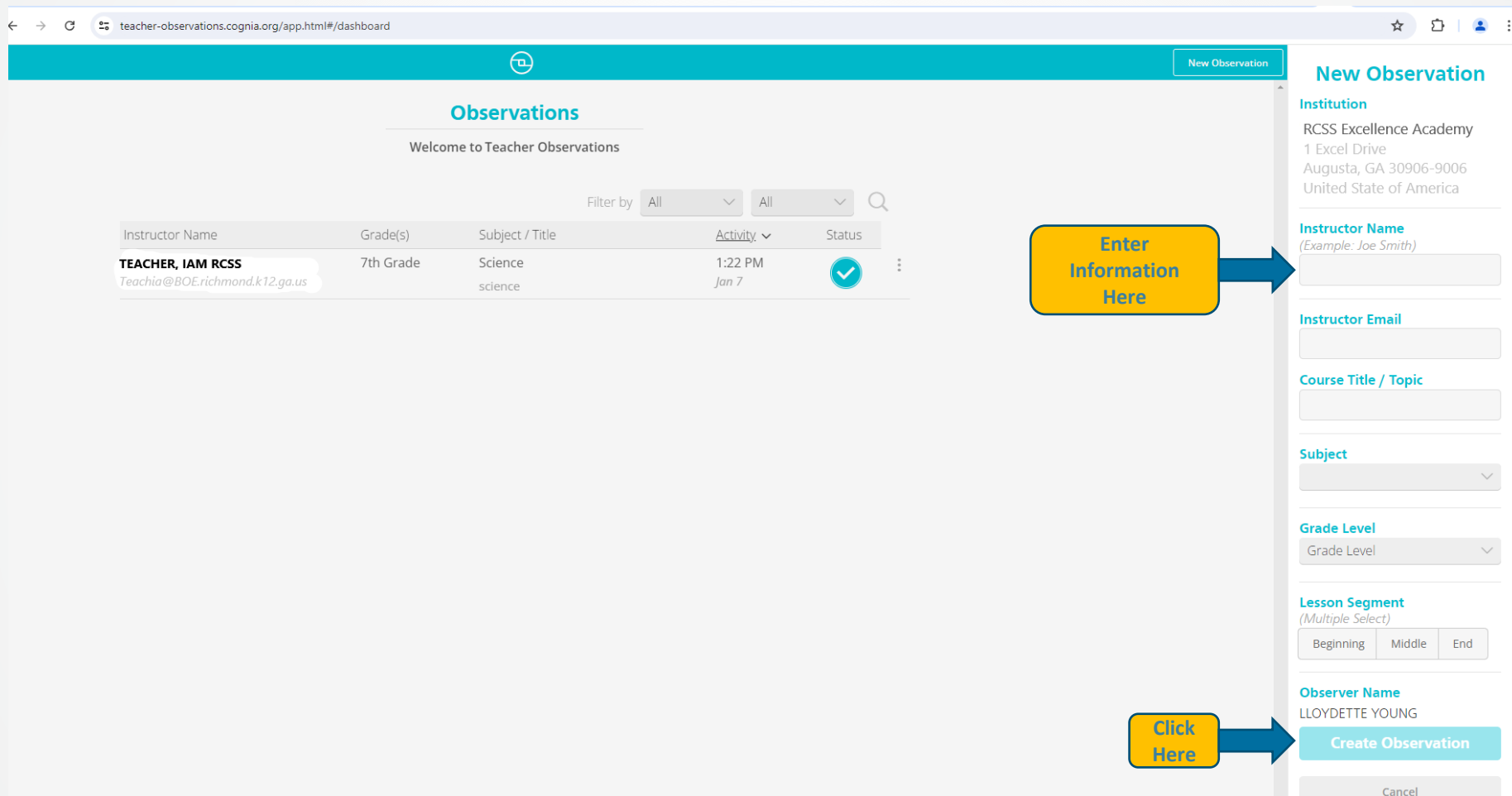
[Go to erel Observations](#)

[Click Here](#)

[Click Here](#)



TOT Selected



The screenshot shows the 'Teacher Observations' dashboard. The main area displays a table of observations. A sidebar on the right is titled 'New Observation' and contains fields for Institution, Instructor Name, Instructor Email, Course Title / Topic, Subject, Grade Level, Lesson Segment, and Observer Name. A 'Create Observation' button is at the bottom of the sidebar. A 'New Observation' button is in the top right of the dashboard. A callout box labeled 'Enter Information Here' points to the Instructor Name field. A callout box labeled 'Click Here' points to the 'Create Observation' button. A yellow note box on the right explains that the school-level information is auto-populated and the system-level information must be selected.

Observations
Welcome to Teacher Observations

Filter by All All

Instructor Name	Grade(s)	Subject / Title	Activity	Status
TEACHER, IAM RCSS Teachia@BOE.richmond.k12.ga.us	7th Grade	Science science	1:22 PM Jan 7	✓

New Observation

Institution
RCSS Excellence Academy
1 Excel Drive
Augusta, GA 30906-9006
United State of America

Instructor Name
(Example: Joe Smith)

Instructor Email

Course Title / Topic

Subject

Grade Level
Grade Level

Lesson Segment
(Multiple Select)
Beginning Middle End

Observer Name
LLOYDETTE YOUNG

Create Observation

Cancel

NOTE:
School-level, the school will automatically populate
System-level, must select the school in which you are conducting the observation

Enter Information Here

Click Here

TOT Selected

Observe

Press Start to begin your observation:
Please Remember: Best practice is to observe for 20 minutes.

Institution

Blythe Elementary School
Richmond County School System

Edit

Instructor

AMEESAH HATCH
hatcham@boe.richmond.k12.ga.us

Course Title / Topic

Computer Science

Subject

Computers and Technology

Grade Level

5th Grade

Observation Type

Teacher

Download PDF

Email PDF To Instructor

Add observation note

Delete

Click Here

Start Observation

Enter time / date manually

▼

Observe				
Culture/Climate Dimension				
	Very Evident	Evident	Somewhat Evident	Not Evident
1.Fosters an environment that embraces all learners Add note	4	3	2	1
2.Treats each learner equitably Add note	4	3	2	1
3.Encourages learners to share their opinions without fear of negative comments from their peers Add note	4	3	2	1
4.Creates enthusiasm for the learning at hand Add note	4	3	2	1
Learning Dimension				
	Very Evident	Evident	Somewhat Evident	Not Evident
1.Communicates clear explanations about the activities or tasks Add note	4	3	2	1
2.Implements lessons and/or activities that stimulate learners to use higher order thinking skills Add note	4	3	2	1

TOT Selected

Observe

progress

Add note

4

3

2

1

Relationship Dimension

	Very Evident	Evident	Somewhat Evident	Not Evident
1.Promotes respectful and caring interactions toward and between learners	4	3	2	1
2.Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3.Preserves learners' dignity while attending to their individual needs	4	3	2	1

Date

Start

End

↺

Aug 14

12:56 PM

Not Set

All questions are required for observations.

Please complete the following sections: A,B,C,D

Click Here

→

End Observation

Observe

progress

Add note

4

3

2

1

Relationship Dimension

	Very Evident	Evident	Somewhat Evident	Not Evident
1.Promotes respectful and caring interactions toward and between learners	4	3	2	1
2.Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3.Preserves learners' dignity while attending to their individual needs	4	3	2	1

Date

Start

End

↺

Aug 14

12:56 PM

12:59 PM

Best practice is to observe for 20 minutes

Please continue observing a little longer.

Click Here

→

Submit Observation

TOT Activity

Let's Practice

Directions:

1. Take three minutes to rate each of the scenarios observed during a 20-minute formative teacher observation, using the printed Teacher Observation Tool
2. Take three minutes to discuss your ratings with an elbow partner.

Scenario 1:
Culture and
Climate

Scenario 2:
Learning

Scenario 3:
Essentials

Scenario 4:
Agency

Scenario 5:
Relationship

ES PE

Culture/Climate: The teacher is standing in front of the learners, who are

HS Biology

K Circle Time

Essentials: The teacher sits in a chair surrounded by the learners on the rug in

MS Music 8th grade

Agency: Four groups of learners are working in different areas of the

HS English 11th grade

Relationship: Learners are taking turns reading different stanzas of a poem on a paper on their desks. Once a learner finishes their stanza, they call on another learner of their choice. After the final stanza is read, the teacher directs learners to a specific stanza. The teacher asks a question and immediately calls on a learner who raises their hand. While the learner is speaking, a few learners in the back of the room softly giggle and point at the learner speaking. The teacher moves closer to these learners and continues to listen to the one learner who is responding to the question. The teacher then asks if any other learners agree or disagree with what was said. Now more hands are raised, and the teacher tells the learners to get into groups of three to discuss and then reach consensus. The teacher says quietly to the learners who giggled, "Your behavior toward one of our class members was not appropriate. You know that everyone's voice in this class is important."

System Support

Instructional Observations Site Visits

Effective Learning Environment Observation Tool (ELEOT)	Teacher Observation Tool (TOT)
Thursday, September 5	Tuesday, September 17
Tuesday, October 1	Thursday, October 17
Tuesday, November 5	Thursday, November 14
Thursday, January 9	Tuesday, January 28
Wednesday, February 5	Tuesday, February 25
Wednesday, March 5	Thursday, March 20

Need of More Professional Learning?

Cognia Southeast Region - Continuous Improvement Model Tools & Resources Webinar Series

The Cognia Learning Community

Held the 1st Tuesday of each month from 11:00 AM-12:00 PM EST/ 10:00-11:00 AM CST

Regional Director Andy Martinez will conduct a live demonstration of the Cognia Learning Community, our online professional development platform available to all members.

The Cognia Learning Community is our new professional development platform that provides a variety of modules that facilitate transformational adult learning through asynchronous, personalized content. The Learning Community increases educator agency by placing ownership of the learning process in the hands of learners. Our platform allows you to personalize learning for teachers, create your own content, and monitor progress and engagement, all while allowing teachers the option to explore on their own time, at any time.

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Registration Link](#)

Strategic Thinking & Planning

Held the 1st Thursday of each month from 11:00 AM-12:00 PM EST/ 11:00 AM - Noon CST

Regional Director Dr. Jessica Swere will conduct a live demonstration of the Strategic Thinking tool. Cognia developed eProve™ strategies for practitioners looking to move beyond accountability checklists and voluminous improvement plans that gather dust on a shelf. Instead of generating a sizeable impractical plan, following Cognia's strategic thinking and improvement planning process creates a concise, customized strategy map. This tangible output focuses on the critical initiatives to help your institution move forward for three to five years.

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Register Here](#)

myJourney Surveys

Held the 2nd Tuesday of each month from 3:00 - 4:00 PM EST/ 2:00 - 3:00 PM CST

Regional Director Christy McCreary will show you how to use Cognia's Survey Platform to collect perception data for your school. This session will help you review using surveys to drive continuous improvement, explore your continuous improvement journey.

Additional Video Resources:

- [Accessing Your Survey Report](#)
- [Creating Certified Surveys](#)
- [Creating Customized Surveys](#)

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Registration Link](#)

Navigating myJourney

Held the 2nd Thursday of each month from 10:00 - 11:00 AM EST/ 9:00-10:00 AM CST

Regional Director Test Johnson will provide an overview of the myJourney platform and highlight tools and resources to support your continuous improvement journey.

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Registration Link](#)

The Teacher Observation Tool & The Effective Learning Environments Observation Tool (eleot)

Held the 3rd Tuesday of each month 11:00 AM - 12:00 PM EST/ 10:00 - 11:00 AM CST

The Cognia Teacher Observation Tool is a formative observation tool designed to promote teachers' professional and continuous improvement journeys toward the practice of learner-centric instruction and effective teaching. The observation tool provides useful, relevant, and quantifiable data on how classroom teachers engage students in learning.

The eleot is a learner-focused classroom observation tool used as a formative tool for improvement that measures students' responses, reactions, and engagement in seven learning environments.

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Registration Link](#)


Held the 3rd Tuesday of each month 11:00 AM - 12:00 PM EST/ 10:00 - 11:00 AM CST

The Cognia Teacher Observation Tool is a formative observation tool designed to promote teachers' professional and continuous improvement journeys toward the practice of learner-centric instruction and effective teaching. The observation tool provides useful, relevant, and quantifiable data on how classroom teachers engage students in learning.

The eleot is a learner-focused classroom observation tool used as a formative tool for improvement that measures students' responses, reactions, and engagement in seven learning environments.

Please register in advance for this training using the link listed below. After registering, you will receive a confirmation email containing information about joining the meeting.

[Registration Link](#)



[Click Here for Cognia eleot and Teacher Observation Tool Training](#)

3-2-1 eleot and TOT Professional Learning



OR
Click the link below:

[3-2-1 eleot and TOT PL Link](#)

Success Criteria

- ✓ I have accessed the Cognia eleot and Teacher Observation Tool in Cognia myJourney.
- ✓ I have created eleot and Teacher Observation walkthroughs in Cognia myJourney to improve learner outcomes and enhance instructional practices.
- ✓ I can provide feedback to guide decisions regarding student engagement, student agency, and instructional practices, aiming for continuous improvement in teaching and learning.