Learning Environment Energy Evidence Collection Array

With Examples of Acceptable Evidences

	Observations Visual Evidence *"TV with the sound off"*	**Conversations** Auditory Evidence *"TV with no picture" a.k.a. "Radio"*	**Learning Environment Products** Physical Evidence *"The learner's work"*
COMMUNICATION ENERGY **Flow of Information** The "X" Factor	• Student to student eye contact. • Physical room organized in groups. • Positive body language during discussions. • Teacher non-center stage – walking around classroom. • Learners focused on work or others instead of teacher. • On-task behaviors exhibited (i.e. visual focus, multiple student responses) Web-like vs wagon wheelish. • Multiple sources of information utilized.	• Conversations are on topic. • Student voice is dominant. • Students using probing questions of each other. • Conversations are toward each other (web-like) and not "wagon-wheel". • Teachers responding and/or answering w/questions. • Questions being re-directed by teacher to class for answers. • Multiple sources of information discussed.	• Group projects exhibited. • Student produced team norms & rubrics. • Students share out verbal and/or tangible products from multiple sources of information. • Products are placed in environment that requests feedback. • Students show knowledge learned from formative assessments. • Multiple sources of information utilized. • Diversity in learning products evident.
THINKING ENERGY **High Cogntive Demand (HCD)** The "Y" Factor	• HCD Learning target is known and/or visible in classroom. • Posted opener of HCD. • Active problem solving occurring. • HCD activity observed. • Written questions asked are of HCD. • Observe students using multiple resources or components to problem solve. • Learners troubleshoot learning problems. • Learners utilize multiple sources of information to answer their own questions.	• Student debate is present. • Questions to construct meaning. • Focused vocabulary effectively used by learners. • HCD level of questioning for clarification. • Consistent use of appropriate concepts. • Diverse topics being explored. • Student led inquiry. • References to multiple sources of information to support perspectives. • Constructive buzz in learning environment.	• Shows relationships between concepts. • Utilizes multiple intelligences. • Students cite multiple sources to justify position. • Evidence that students analyzed multiple sources of information, evaluate for merit and use info to create final product. • Evidence of student voice vs. cut and paste. • Creative and/or innovative student work. • Presented work is indicative of the HCD activity. • Student generated rubrics used.
MOTIVATIONAL ENERGY **Strong Learning Trust** The "Z" Factor	• Student self-governance in both classroom management as well as in transitions. • Students are given latitude in methods of expression. • Student-centered assessments/rubrics are being developed or used. • Positive body language. • Student groupings are self-formed. • Student ownership of the learning process is evident. • Individual accountability to other learners.	• Student conversations indicate ownership of the learning and are respectful. • Learners' openness to changing thinking, not knowing the answer or with correcting mistakes. • Students help other students in their learning by asking clarifying questions. • Teachers are patient and avoid jumping in to answer student questions. • Student conversations indicate they own the learning process.	• Students have options to demonstrate their learning (multiple intelligences). • Student feedback on student work. • Student driven formative assessments used. • Lesson plans show preplanning of what the teacher is trying to learn about students. • Diversity of student work is evident. • Changes in prior thinking compared to current thinking are expressed in products. • Ownership of the learning is student centered.
	Can be seen as a silent observer	*Can be heard as a silent observer*	*Usually requires observer inquiry*