

## Learning Environment Observations Analysis

Northern Arizona Academy/Taylor 44668 AER (Jul 1, 2025 - Jun 30, 2026)  
Northern Arizona Academy/Taylor, Taylor, United States of America

Last Modified: 07/21/2025  
Status: Completed

---

**TABLE OF CONTENTS**

---

Learning Environment Observations Analysis..... 3

## Learning Environment Observations Analysis

### Learning Environment Observations Analysis

#### Learning Environment Observations Evaluative Criteria

Transfer the ratings for your institution's three Evaluative Criteria for Learning Environment Observations from your workbook.

EC1: Instrument Quality (rate as Level 4 if using Cognia's eleot, erel, or digital learning observation tool)

- **Level 4 - The specific purpose of the instrument(s) used is clearly to measure learner engagement in learning environments. Sufficient information has been reviewed to ensure the instrument(s) is reliable and valid.**
- Level 3 - The primary purpose of the instrument(s) used is to measure learner engagement in learning environments. Information has been reviewed to ensure the instrument(s) is reliable and valid.
- Level 2 - The instrument(s) used is, at least in part, to measure learner engagement in learning environments. Some information has been reviewed to ensure the instrument(s) is reliable and valid.
- Level 1 - The instrument(s) is not designed to measure learner engagement in learning environments.

EC2: Certification of Observers

- **Level 4 - Almost all observations were conducted by observers who were trained and certified in using the instrument.**
- Level 3 - Many observations were conducted by observers who were trained and certified in using the instrument.
- Level 2 - Some observations were conducted by observers who were trained and certified in using the instrument.
- Level 1 - Few observations were conducted by observers who were trained and certified in using the instrument.

EC3: Observations

- Level 4 - The tool is used with fidelity for the time period indicated in the tool's instructions (e.g. "a minimum of 20 minutes per observation"). Data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a broad and representative range of content, grade level and time of observation (beginning, middle, end of lesson or period).
- Level 3 - The tool is used for the time period indicated in the tool's instructions/guidelines (e.g. "a minimum of 20 minutes per observation"). Most data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a range of content, grade level and time of observation (beginning, middle, end of lesson or period).
- **Level 2 - The tool is sometimes used in accordance with the instrument's instructions/guidelines. Some data presented are from multiple observations conducted over an extended period of time, such as a school year. Observations represent a range of content that includes at least core subject areas, grade level and time of observation (beginning, middle, end of lesson or period).**
- Level 1 - The tool is rarely used in accordance with the instrument's instructions/guidelines. Data presented represent one administration of observations. Observations represent a limited range of content, grade level and time of observation (beginning, middle, end of lesson or period).

### 3. Select and Clean Data Sources

You may have several pages of charts, graphs, and tables. When selecting learning environment observation data to include, you should have considered the following criteria:

- Provided longitudinal results using the same instrument from multiple administrations, if available, to allow for

analysis of trends.

- Disaggregated data by content, grade level, and time of observation (beginning, middle, end of lesson or period).

#### 4. Analyze and Synthesize Information

Your analysis and synthesis put the pieces of information you amassed together to create a holistic “picture” of your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
  - Which area(s) were above the expected levels of learner engagement?
  - Describe the area(s) that showed a positive trend in learner engagement.
  - Which area(s) indicated the overall highest learner engagement?
  - Which subgroup(s) showed a trend toward increasing learner engagement?
  - Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

All items and sub-strands on the ELEOT showed increases over the past four years.

Items C and F showed the highest scores and the highest gains. (Item C 3.67 +.71 and Item F 3.44 +.61)

All strands under Item C showed growth over .5, with C4 experiencing the highest growth. (+.95)

All strands under item F showed growth, with F1 experiencing the highest growth (+.95)

C4 and F1 growth are supported by responses on the student survey indicating respect towards teachers (P3Q5, P5Q3) and an increasing respect towards one another (P4Q4, P5Q4) as well Staff Survey question P3Q13

Other areas of noteworthy growth include B3 (+.83), B5 (+1), and D1 (+.83)

- Areas in Need of Improvement
  - Which area(s) were below the expected levels of learner engagement?
  - Describe the area(s) that showed a negative trend in learner engagement.
  - Which area(s) indicated the overall lowest learner engagement?
  - Which subgroup(s) showed a trend toward decreasing learner engagement?
  - Which of the above reported findings were consistent with findings from other data sources?

Enter your findings from your workbook below.

None of the areas showed a negative trend.

Lowest scoring overall was G: Digital Learning (2.7), with all subgroups gaining but showing significantly smaller gains than in other areas.

Other low areas included A4 (2.89) and B1 (2.78), with B1 having the lowest gain over the past 4 years (+.11)

D4 experienced little gain (+.11)

Losses on the Staff Survey support a lack of use of technology (P4Q7, P4Q8)

#### 5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Self-Assessment Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings statements
- Prioritize the findings statements:
  - Select the findings you feel are most important to begin your improvement process.

- Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas and describe your intended results and next steps (theory of action).

Enter your priorities and theories of action (answers to the prompts and question above) from your workbook.

After close analysis of longitudinal and current data, the Northern Arizona Academy (NAA) team identified the following findings:

- Technology is not being effectively used in the classroom
- Students are not able to articulate expectations or how their work is assessed
- Students are not developing empathy/respect/appreciation for difference

The team examined all findings and decided the two most important findings that the school may have the most impact on were lack of new staff training on technology and lack of respect demonstrated between students. Using the five why's root cause analysis, the team identified possible root causes and theories of action.

Lack of use of technology in place by professional staff is due to lack of formal training structure, formal accountability, and adherence to that formal structure.

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

Students do not treat each other with courtesy because standards of behavior are not enforced consistently due to inconsistent interpretation of the standards.

- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals.

## Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

**First section:** evidence you have analyzed and synthesized

**Second section:** findings from your analysis and synthesis

**Third section:** interpretations of the root cause of your findings and your theory of action

Type or copy and paste your final analysis from your workbook here.

The evidence the Northern Arizona Academy (NAA) team analyzed and synthesized included the Student Survey, the Staff Survey, and longitudinal and short term data from the ELEOT Observation tool. Also considered was the Teacher Professional Practice data gathered weekly by the Campus Manager.

The team ranked EC1 and EC2 as a 4 since the ELEOT Observation Tool is used by trained evaluators. EC3 was ranked as a 2 because the time spent in the classroom did not always meet the minimum of 20 minutes.

Transition to the ELEOT tool for observations resulted in gains over the past four years in all areas. Areas of note include astounding growth in the areas of Supportive Learning and Well Managed Learning. This is reflected in the student and staff surveys which show students feel supported and staff feel respected.

Areas in need of improvement include the use of technology in the classroom and students demonstrating respect towards those with different abilities and backgrounds.

Since the school has completely updated the technology infrastructure of the school over the past three years, there are resources available to employ technology. However, teachers have been given limited training in this area. and the training has largely been unstructured.

Additionally, lack of respect of students towards other students has been an ongoing issue according to the Student Survey and ELEOT observation.

After a careful analysis of the data and a root cause analysis, the NAA Team has developed the following theories of action:

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals.