



# H.E.A.R.T. Observation Form

Use this form for performing classroom walkthroughs according to the H.E.A.R.T. (Higher-order thinking, Engaged learning, Authenticity, Rubric, and Technology use) observation model.

## *Walkthrough Information*

Observer Name:

Date:

School Name:

Teacher Observed:

Comments:

## *Use of Data to Inform Instruction*

- Matches assessment method to assess proficiency of learning objective
- Involves students in assessing their own learning during instruction
- Plans and conducts demonstrations of learning

## *Instructional Environment*

- The instructional environment does not support or promote purposeful learning aligned to academic standards/expectations

## *Higher-order Thinking*

- No questions asked
- Knowledge level
- Comprehension level
- Application level
- Analysis level
- Synthesis/Evaluation levels

## *Preparation for Instruction*

- Lessons closely align to curriculum
- Pacing is appropriate to maximize learning
- Lesson objective is posted and written in student-friendly language
- Lesson focus on rigorous content, relevant to the grade level
- Selects multiple instructional strategies that maintain student focus

## *Engaged Student Learning*

- Students report what they have learned only
- Students collaborate to report what they have learned with possible options
- Students solve a teacher-directed problem
- Students collaborate to solve a teacher-directed problem with possible options
- Students collaborate to define the task, the process, and/or the solution
- Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom

## *Classroom Environment*

(Wall Walk)

- Safe, organized, and designed to support learning
- Procedures in lesson plan to manage routines and materials
- Circulates during instruction and activities
- Interactions are positive and respectful
- Engages all students in the lesson
- Digital tool use with one-to-one or unlimited access



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## *Authentic Connections:*

- The learning experience is missing or too vague to determine relevance
- The learning experience provides no real world application, or represents a group of connected activities
- The learning experience provides limited real world relevance
- The learning experience provides extensive real world relevance
- The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
- The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students

## *Rubrics*

- No rubric included
- The rubric is included, but is not accessible by students
- The rubric is accessible, but is not understood by students
- The rubric is accessible and understood by students, but is not applied directly to the learning
- The rubric is accessible and understood by students, and is applied indirectly to the learning
- The rubric is accessible and understood by students, and is applied directly to the learning

## *Technology Use:*

- Digital and/or environmental resources are (1) not available, (2) no used, or (3) not directly connected to the learning
- Students' use of digital and/or environmental resources appears to be an add-on or is not needed for task completion
- Teachers leads whole group learning with digital and/or environmental resources
- Students use teacher-directed digital and/or environmental resources to accomplish learning outcomes
- Students use self-selected digital and/or environmental resources to accomplish learning outcomes
- Students use self-selected digital resources to accomplish learning outcomes beyond conventional strategies

## *Additional Comments:*

Note any additional comments.

## *Student Interviews*

Note comments from student interviews. Students are selected at random.