



# 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, Relationships, and Technology use) observation model.

## Walkthrough Information

Observer Name:

Date:

School Name:

Teacher Observed:

Comments:

## Higher-order Thinking

- Students taking notes only; no questions asked
- Student learning/questioning at the Remembering level
- Student learning/questioning at the Understanding level
- Student learning/questioning at the Applying level
- Student learning/questioning at the Analyzing level
- Student learning/questioning at the Evaluating/Creating levels

Notes:

## Anatomy of a Lesson

(© Literacy First Process and the Professional Development Institute, Inc.)

- Teacher identifies and states the specific lesson objective and its performance criteria
- Students understand lesson objective
- Teacher assesses and activates prior knowledge
- Student actively manipulates content of lesson
- Teacher identifies student success
- Student experiences 75-95% success rate
- Teacher monitors and adjusts lesson to ensure ALL students succeed

Notes:

## Engaged Learning

- Students report what they have learned only
- Students report what they have learned only; collaborate with others
- Students given options to solve a teacher-directed problem
- Students given options to solve a teacher-directed problem; collaborate with others
- 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

Notes:

## Lesson Objective

Note the objective of the lesson:



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

## *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

Notes:

## *Technology Use*

- No technology use is evident
- Technology is used only by the teacher
- Technology use appears to be an add-on and is not needed for task completion
- Technology use is somewhat connected to task completion
- Technology use is directly connected to task completion with shared or limited resources
- Technology use is directly connected to task completion with one-to-one or unlimited resources

Notes:

## *Additional Feedback*

LoTi Level, CIP Level, Additional Observations:

## *Relationships*

*(check all that apply)*

- Student/Teacher using courtesies
- Praise is focused on specific behavior
- Teacher calling students by name
- Teacher gets into proximity/within arm's reach of all students
- Discipline interventions are quick, respectful, and effective
- Classroom management, procedures, and expectations are in place
- Teacher uses adult voice (no sarcasm/ridicule, etc.) during interactions.

Notes:

## *Digital-Age Best Practices*

- Promoting shared expertise through networked collaboration
- Bolstering purposeful inquiry through student questions
- Personalizing and globalizing content by making authentic connections
- Accelerating individual growth through vertical/horizontal differentiation
- Anchoring student learning with digital-age tools and resources
- Clarifying student understanding with formative assessments

Notes: