



# H.E.A.T. Observation Form

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

## *Walkthrough Information*

Observer Name:

Date:

School Name:

Teacher Observed:

Comments:

## *Lesson Objective*

Note the objective of the lesson:

## *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

Comments:

## *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

Comments:



# H.E.A.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

Comments:

## *Technology Use*

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

Comments:

## *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

Comments:

## *Additional Feedback*

LoTi Level:

CIP Level:

Comments/Observations:

