Are You Turning up the H.E.A.T. in Your Classroom?

Use this form to reflect the amount of H.E.A.T. generated from your lesson(s).

Higher-order Thinking
- ❏ Students taking notes only; no questions asked
- ❏ Student learning/questioning at knowledge level
- ❏ Student learning/questioning at comprehension level
- ❏ Student learning/questioning at application level
- ❏ Student learning/questioning at analysis level
- ❏ Student learning/questioning at synthesis/evaluation levels

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 problem
- ❏ Students given options to solve a problem; collaborate with others
- ❏ Students help define the task, the process, and the solution
- ❏ Students help define the task, the process, and the solution; collaboration extends beyond the classroom

Authenticity
- ❏ The learning experience is missing or too vague to determine relevance
- ❏ The learning experience represents a group of connected activities, but provides no real world application
- ❏ The learning experience provides limited real world relevance, but does not apply the learning to a real world situation
- ❏ The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation
- ❏ 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

Technology Use
- ❏ No technology use is evident
- ❏ Technology use is unrelated to the task
- ❏ Technology use appears to be an add-on and is not needed for task completion
- ❏ Technology use is somewhat connected to task completion involving one or more applications
- ❏ Technology use is directly connected to task completion involving one or more applications
- ❏ Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs

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