H.E.A.T. 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.

OBSERVER NAME: **DATE:**

SCHOOL NAME:

TEACHER OBSERVED:

SETTING:

The setting for this observation...

- ❏ Classroom
- ❏ Computer lab
- ❏ Library/Media Center
- ❏ Other: _____

HARDWARE USE DURING OBSERVATION:

Hardware use observed...

- ❏ Unlimited technology use
- ❏ 1 to 1 student/computer ratio
- ❏ 2 to 1 student/computer ratio
- ❏ 4 to 1 student/computer ratio
- ❏ 10 to 1 student/computer ratio
- ❏ 1 student computer in classroom
- ❏ 1 teacher workstation only
- ❏ No hardware use
- ❏ Other: _____

SOFTWARE APPLICATION USE DURING OBSERVATION:

Application use observed...

- ❏ Single Application Use
- ❏ Multiple Application Use
- ❏ No Application Use
- ❏ Other: _____

TECHNOLOGY USERS DURING OBSERVATION:

Technology users observed...

- ❏ Teacher Only
- ❏ Student(s) Only
- ❏ Student(s) and Teacher
- ❏ No Users

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 provides no real world application, or represents a group of connected activities
- ❏ 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

LEARNER-CENTERED INSTRUCTION:

- ❏ Students established individual goals for their learning
- ❏ Student inquiry guides the instruction
- ❏ Student questions dictate context/content of instruction

- ❏ Students given multiple options for completing a task/project
- ❏ Student products perceived as authentic and purposeful

RESEARCH-BEST PRACTICES:

- ❏ Teacher providing homework and practice
- ❏ Teacher setting objectives and providing feedback
- ❏ Teacher reinforcing effort and providing recognition
- ❏ Students summarizing and note taking
- ❏ Students identifying similarities and differences
- ❏ Teacher providing opportunities for nonlinguistic representations

- ❏ Students generating and testing hypotheses
- ❏ Teacher implementing cooperative learning
- ❏ Teacher providing cues and promoting questions
- ❏ Teacher offering advanced organizers
- ❏ Teacher adjusting instruction based on learner readiness, interests, or modality strengths
- ❏ Teacher providing adequate wait time for student responses

CLASSROOM MANAGEMENT:

- ❏ Students on-task relating to the classroom learning
- ❏ Teacher communicates instructional and behavioral expectations to students

- ❏ Social interaction is conducive to student learning
- ❏ Physical environment aligns with and is supportive of the Georgia Performance Standards

ESTIMATED LoTi LEVEL:

ESTIMATED CIP LEVEL:

COMMENTS/OBSERVATIONS: