

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: _____

LoTi PROJECT SCHOOL: _____

TEACHER OBSERVED: _____

SETTING:

The setting for this observation...

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Library/Media Center |
| <input type="checkbox"/> Computer lab | <input type="checkbox"/> Other: _____ |

INTERNET TECHNOLOGY:

Internet technologies used during this observation...

- | | |
|--|--|
| <input type="checkbox"/> Online course materials | <input type="checkbox"/> Video conferencing |
| <input type="checkbox"/> Electronic field trips | <input type="checkbox"/> Presentations |
| <input type="checkbox"/> Research | <input type="checkbox"/> Email/keypals |
| <input type="checkbox"/> Web projects | <input type="checkbox"/> Online collaboration with remote students |
| <input type="checkbox"/> Web page creation | <input type="checkbox"/> Other: _____ |

VIDEO TECHNOLOGY:

Video technologies used during this observation...

- | | |
|---|---|
| <input type="checkbox"/> Viewing content information | <input type="checkbox"/> Viewing videotape for self-assessment |
| <input type="checkbox"/> Creating/editing | <input type="checkbox"/> Distance learning/electronic field trips |
| <input type="checkbox"/> Broadcast TV | <input type="checkbox"/> School news/announcements |
| <input type="checkbox"/> Video reports/original presentations | <input type="checkbox"/> Other: _____ |

OTHER TECHNOLOGIES:

Other technologies used during this observation...

- | | |
|--|---|
| <input type="checkbox"/> Writing/Word Processing | <input type="checkbox"/> Spreadsheet |
| <input type="checkbox"/> Slideshow/presentations | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Hypermedia | <input type="checkbox"/> Tutorial |
| <input type="checkbox"/> Graphing | <input type="checkbox"/> Drill & Practice |
| <input type="checkbox"/> Graphics/drawing | <input type="checkbox"/> Interactive Whiteboard |
| <input type="checkbox"/> Webbing/outlining | <input type="checkbox"/> Keypad devices |
| <input type="checkbox"/> Database | <input type="checkbox"/> Other: _____ |

HARDWARE USE DURING OBSERVATION:

Hardware use observed...

- | | |
|--|--|
| <input type="checkbox"/> Unlimited technology use | <input type="checkbox"/> 10 to 1 student/computer ratio |
| <input type="checkbox"/> 1 to 1 student/computer ratio | <input type="checkbox"/> 1 student computer in classroom |
| <input type="checkbox"/> 2 to 1 student/computer ratio | <input type="checkbox"/> 1 teacher workstation only |
| <input type="checkbox"/> 4 to 1 student/computer ratio | <input type="checkbox"/> No hardware use |
| | <input type="checkbox"/> Other: _____ |

SOFTWARE APPLICATION USE DURING OBSERVATION:

Application use observed...

- | | |
|---|---|
| <input type="checkbox"/> Single Application Use | <input type="checkbox"/> No Application Use |
| <input type="checkbox"/> Multiple Application Use | <input type="checkbox"/> Other: _____ |

TECHNOLOGY USERS DURING OBSERVATION:

Technology users observed...

- | | |
|--|---|
| <input type="checkbox"/> Teacher Only | <input type="checkbox"/> Student(s) and Teacher |
| <input type="checkbox"/> Student(s) Only | <input type="checkbox"/> No Users |

HIGHER-ORDER THINKING:

- | | |
|--|--|
| <input type="checkbox"/> Students taking notes only; no questions asked | <input type="checkbox"/> Student learning/questioning at application level |
| <input type="checkbox"/> Student learning/questioning at knowledge level | <input type="checkbox"/> Student learning/questioning at analysis level |
| <input type="checkbox"/> Student learning/questioning at comprehension level | <input type="checkbox"/> Student learning/questioning at synthesis/evaluation levels |

ENGAGED LEARNING:

- | | |
|--|--|
| <input type="checkbox"/> Most students report what they have learned only | <input type="checkbox"/> Most students given options to solve a problem; collaborate with others |
| <input type="checkbox"/> Most students report what they have learned only; collaborate with others | <input type="checkbox"/> Most students help define the task, the process, and the solution |
| <input type="checkbox"/> Most students given options to solve a problem | <input type="checkbox"/> Most students help define the task, the process, and the solution; collaboration extends beyond the classroom |

AUTHENTICITY:

- | | |
|---|--|
| <input type="checkbox"/> The learning experience is missing or too vague to determine relevance | <input type="checkbox"/> The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation |
| <input type="checkbox"/> The learning experience provides no real world application, or represents a group of connected activities | <input type="checkbox"/> The learning experience provides real world relevance, and provides opportunity for students to apply their learning to a real world situation |
| <input type="checkbox"/> The learning experience provides limited real world relevance, but does not apply the learning to a real world situation | <input type="checkbox"/> 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:

- | | |
|---|---|
| <input type="checkbox"/> No technology use is evident | <input type="checkbox"/> Technology use is directly connected to task completion involving one or more applications |
| <input type="checkbox"/> Technology use is unrelated to the task | <input type="checkbox"/> Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs |
| <input type="checkbox"/> Technology use appears to be an add-on and is not needed for task completion | |
| <input type="checkbox"/> Technology use is somewhat connected to task completion involving one or more applications | |

