

How much H.E.A.T. is generated in your classroom?



H.E.A.T. Framework

Higher-Order Thinking Look-Fors

- ① Students taking notes only; no questions asked
- ② Student learning/questioning at Remembering level
- ③ Student learning/questioning at Understanding level
- ④ Student learning/questioning at Applying level
- ⑤ Student learning/questioning at Analyzing level
- ⑥ Student learning/questioning at Evaluating/Creating levels

Engaged Learning Look-Fors

- ① Students report what they have learned only
- ② Students report what they have learned only; collaborate with others
- ③ Students given options to solve a teacher-directed problem
- ④ Students given options to solve a teacher-directed problem; collaborate with others
- ⑤ Students collaborate to define the task, the process, and/or the solution
- ⑥ Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom

Authentic Connections Look-Fors

- ① The learning experience is missing or too vague to determine relevance
- ② The learning experience provides no real world application, or represents a group of connected activities
- ③ The learning experience provides limited real world relevance
- ④ The learning experience provides extensive real world relevance
- ⑤ The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
- ⑥ 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 Look-Fors

- ① No technology use is evident
- ② Technology is used only by the teacher
- ③ Student technology use appears to be an add-on and is not needed for task completion
- ④ Student technology use is somewhat connected to task completion
- ⑤ Student technology use is directly connected to task completion with shared or limited resources
- ⑥ Student technology use is directly connected to task completion with one-to-one or unlimited resources

