H.E.A.T
K-12 OBSERVATION

KEYSTONES TO OPPORTUNITY

H – HIGHER ORDER THINKING
E – ENGAGED LEARNING
A – AUTHENTIC CONNECTIONS
T – TECHNOLOGY USE

Two concentrations of the Keystones to Opportunity Grant are to enhance the levels of engaged learning and effective technology use within the classroom. One way to help educators evaluate current levels of these components and raise the bar for further practice is to focus on multiple components of 21st Century learning, not merely technology.

H.E.A.T. represents the amount of 21st Century Skills applied by students within any learning environment.

H.E.A.T. is an observation rubric used to evaluate the level of engagement within a lesson. While technology plays a large role in the H.E.A.T. framework, it is important to remember that the use of technology does not always equal high levels of learning, and therefore, the H.E.A.T. rubric places equal focus on higher order thinking (H), engaged learning (E), and making authentic connections (A).

The H.E.A.T. rubric (**pg. 2**) provides K-12 educators with a viable roadmap in which to gauge the amount of 21st Century Skills applied to student learning. Its multitude of uses may range from a self-assessment checklist for teachers to the foundation for a classroom walkthrough protocol involving mentors, coaches, and administrators.
– *Turning Up the H.E.A.T on Student Learning,* Christopher Moersch

For additional information on the H.E.A.T framework, visit the LoTi Organization at www.loticonnection.com

H.E.A.T.

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THE RUBRIC

The H.E.A.T. framework is divided into four components, each with six levels in each component. Levels range from 1 at the lowest to 6 at the highest.

Higher-Order Thinking Look Fors

- Students taking notes only; no questions asked
- Student learning/questioning at Remembering level
- Student learning/questioning at Understanding level
- Student learning/questioning at Applying level
- Student learning/questioning at Analyzing level
- Student learning/questioning at Evaluating/Creating levels

Engaged Learning Look Fors

- 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

Authentic Connections Look Fors

- 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

Technology Use Look Fors

- 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