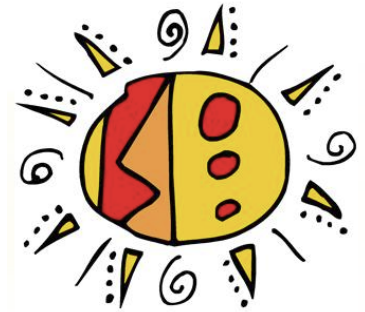


## Are You Turning up the HEAT in Your Classroom?

Use this form to assess the amount of HEAT generated from your lesson(s).

### 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; personally value the task/product
5. Students collaborate to define the task, the process, and/or the solution; personally value the task/product; are encouraged to take risks
6. Students collaborate to define task, process, and/or solution; personally value the task/product; are encouraged to take risks; Collaboration extends beyond the classroom

### Authenticity “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; involves creating a product that has a purpose beyond the classroom that directly impacts students or community

### Technology Use “Look Fors” (SAMR levels added)

1. No technology use is evident or technology is used only by the teacher
2. Student technology use appears to be an add-on; not needed for task completion (S)
3. Student technology use is somewhat connected to task completion (S/A)
4. Student technology use is significant to task completion. (A/M)
5. Student technology use is integral to task completion and students determine which application(s) would best address their needs. (M)
6. Student technology use is integral to task completion and students determine which application(s) would best address their needs. Technology use extends learning beyond the classroom. Task could not exist without technology. (R)