



SHAPE America and the American Heart Association collaborate on the Jump Rope For Heart and Hoops For Heart programs.

Jump Rope For Heart and Hoops For Heart Program Alignment with Charlotte Danielson's *Framework For Teaching*

Heart-healthy schools are fueled by effective health and physical education and support 50 Million Strong by 2029, SHAPE America's vision to empower all students to live healthier lives.

The Jump Rope For Heart (JRFH) and Hoops For Heart (HFH) programs promote health and physical education while contributing to increased physical activity. These programs educate children about the prevention of heart disease and stroke while raising funds for cardiovascular disease, stroke research, and health education. The JRFH/HFH programs are aligned with SHAPE America's *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America – Society of Health and Physical Educators, 2014), and are therefore part of effective health and physical education instruction.

The following matrix connects JRFH/HFH event implementation to a teacher's professional responsibilities as defined by *The Framework for Teaching Evaluation Instrument* (Danielson, 2013). Although the rubric language and alignment below are designed to specifically assist teachers in aligning their programs with *The Framework*, this information can be easily adapted to alternative teacher assessment tools.

How to use this document

Focus: Identifies the scope of the evaluation. Domains categorized as "unobservable" must be supported by evidence in the form of artifacts (i.e., lesson plans). "Observable" domains must be evaluated through direct observation of practice and can be supported by the examination of artifacts (i.e. videos, photos etc.).

Domain and JRFH/HFH Alignment Overview: Identifies the teaching responsibility as defined by Danielson's *Framework for Teaching* and provides a brief overview of how the JRFH/HFH programs help fulfill portions of the domain and therefore enhance teacher effectiveness.

Component: Defines effective instruction through Danielson's *Framework for Teaching*.

Examples of Artifacts and Evidence: Links to free [educational resources and tools](#) available through participation in the JRFH/HFH programs along with [corresponding examples of evidence and artifacts](#) to illustrate proficiency of a component. A single-evidence source may be used to demonstrate performance in more than one component.

Jump Rope For Heart and Hoops For Heart Program Alignment with *The Framework For Teaching*

Based on *The Framework for Teaching Evaluation Instrument (Danielson, 2013)*

Focus	Domain	Component	Examples of Artifacts & Evidence
Primarily Unobservable	<p>Domain 1 Planning & Preparation</p> <p><i>JRFH/HFH Alignment Overview</i></p> <ul style="list-style-type: none"> Follows the National Standards and Grade-Level Outcomes for K-12 Physical Education. Offers customizable program planning timelines Provides incentives designed to teach and promote healthy practices. 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>1f. Designing Student Assessments</p>	<p>Establish how the program empowers students through:</p> <ul style="list-style-type: none"> Age appropriate fundamental motor skill lessons and activities aligned to SHAPE America National Standards for K-12 Physical Education. Sample artifact: Standards-based lesson plan or activity (1a, 1b, 1d, 1e, 1f) Age appropriate standards-based assessments incorporated in lesson plans and activities Sample artifact: Lesson plan assessment. (1b, 1f) (3d) Jump rope and basketball skills posted in the gym and tied to grade-level outcomes. Sample artifact: Picture of skills posters in gymnasium (1c) The opportunity to learn heart-healthy habits while being physically active. Sample artifact: Heart-health lesson plan (1d) <p>Find more education resources and materials through SHAPE America & the American Heart Association</p>

Jump Rope For Heart and Hoops For Heart Program Alignment with *The Framework For Teaching*

Based on The Framework for Teaching Evaluation Instrument (Danielson, 2013)

Focus	Domain	Component	Examples of Artifacts & Evidence
Primarily Observable*	<p>Domain 2 The Classroom Environment</p> <p><i>JRFH/HFH Alignment Overview</i></p> <ul style="list-style-type: none"> Offers motivational tools to support instructional focus. Encourages students to exhibit responsible personal and social behavior. Connects students to the value of the work. Builds school spirit and a sense of goal-oriented teamwork. Enhances the school climate. 	<p>2a. Creating an Environment of Respect and Rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2c. Managing Classroom Procedures</p> <p>2d. Managing Student Behavior</p> <p>2e. Organizing Physical Space</p>	<p>Explain classroom benefits with:</p> <ul style="list-style-type: none"> Educational materials and supplies from the JRFH Volunteer Toolkit to enhance classroom environment Sample artifact: Pictures of “classroom display pack” materials used in classrooms* (2b, 2e) Heart -healthy signage in hallways and cafeteria. Sample artifact: Picture of signage in school (2b, 2e) Guest speaker presentations by heart attack/stroke survivors and/or local students with heart conditions Sample artifact: Local heart-hero stories and pictures from kick-off assemblies* (2a, 2b) (3c) Student leadership opportunities to manage donation materials and supplies. Sample artifact: Student Donation Form (2c) CPR training opportunities for faculty and students. Sample artifact: Training certificate or notification letter to parents* (2b)

Jump Rope For Heart and Hoops For Heart Program Alignment with *The Framework For Teaching*

Based on *The Framework for Teaching Evaluation Instrument* (Danielson, 2013)

Focus	Domain	Component	Examples of Artifacts & Evidence
Primarily Observable*	<p>Domain 3 Instruction</p> <p><i>JRFH/HFH Alignment Overview</i></p> <ul style="list-style-type: none"> Explores the science of aerobic exercise and how it affects heart health along with the improved coordination that results from jumping rope and playing basketball. Improves healthy practices, nutrition and cardiovascular endurance through instructional focus. Offers authentic, adaptable connections to learning. 	<p>3a. Communicating with Students</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3c. Engaging Students in Learning</p> <p>3d. Using Assessment in Instruction</p> <p>3e. Demonstrating Flexibility and Responsiveness</p>	<p>Demonstrate student learning through:</p> <ul style="list-style-type: none"> Making heart-healthy “pledges” with students and tracking the progress of their goals individually and as a class. Sample artifact: Student “pledge certificate” and picture of “pledge poster” in classroom (3c) Engaging with local researchers who have received funding through the JRFH/HFH programs. Sample artifact: Photos from presentation* (3a, 3c) Hands-on opportunities and a variety of tools such as stethoscopes and sphygmomanometers* (3c) Active participation which includes jumping rope and basketball modifications for children with special needs. Sample artifact: Lesson plan incorporating modifications (3e)

Jump Rope For Heart and Hoops For Heart Program Alignment with *The Framework For Teaching*

Based on The Framework for Teaching Evaluation Instrument (Danielson, 2013)

Focus	Domain	Component	Examples of Artifacts & Evidence
Primarily Observable*	<p>Domain 4 Professional Responsibilities</p> <p><i>JRFH/HFH Alignment Overview</i></p> <ul style="list-style-type: none"> Provides resources for community and family engagement and outreach. Offers opportunities to connect with national professional organizations. Encourages support through district and state associations. Models leadership and volunteerism Empowers students to contribute to their community's welfare and learn the value of community service. 	<p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4c. Communicating with Families</p> <p>4d. Participating in a Professional Community</p> <p>4e. Growing and Developing Professionally</p> <p>4f. Showing Professionalism</p>	<p>Show leadership and community impact through:</p> <ul style="list-style-type: none"> Maintaining non-instructional records in relation to student fund generation and incentive-reward tracking. Sample artifact: Donation/Incentive tracking form (4b) Establishing a leadership role within the school by coordinating, facilitating and curating the JRFH/HFH program within the community. Sample artifact: Pictures from JRFH/HFH kick-off event or newsletters to PTA and community (4d, 4e, 4f) Participating in professional development and continuing education through SHAPE America JRFH membership. Sample artifact: SHAPE America National Convention attendance certificate or contact hour certificate (4d, 4e, 4f) Participating in professional networking opportunities Sample artifact: Discussion posts in SHAPE America's online community forum (4d) Actively inviting parent and community volunteers to share and assist with events. Sample artifact: Newsletters to faculty, parents, community, and media (4c) Receiving professional grant and recognition opportunities to support professional development. Sample artifact: Grant and/or award application (4d, 4e, 4f) <p style="text-align: right;"><i>Find more educational resources for family and community engagement</i></p>

References:

Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: Danielson Group.

SHAPE America – Society of Health and Physical Educators. (2014). *National Standards and Grade-Level Outcomes for K-12 Physical Education*. Champaign, IL: Human Kinetics.