Kids Heart Challenge Professional Development Reflection Tool

About this document.

This Professional Development Reflection Tool provides educators with a formal program self-evaluation for documenting the effectiveness of professional development hours during their 4-week KHC program implementation. It is based on Charlotte Danielson's Framework for Teaching.

This tool can be used strictly as a self-evaluation and turned in with school district professional development paperwork, or it can be used by educators and administrators as a part of a formal teacher evaluation and professional growth program.

How to use this tool:

1) Before beginning your KHC programming, read the criteria provided in the holistic rubric as well as the teacher evaluation charts for a comprehensive understanding of professional expectations.
2) Share this tool with your professional development administrator and work to align your documentation with school district requirements. This will help ensure proper professional development credit is documented and awarded based on district policies and procedures.
3) Complete the guide for each domain after your main KHC event is finished. Score each component from 1 (unsatisfactory) to 4 (distinguished). Accurate and thoughtful reflection is paramount. At the bottom of the component chart, add all of the component scores together for a domain score. This information can be used in the next year to measure professional growth over time.
4) At the bottom of each page, provide personal reflection on your domain performance. This reflection should give meaningful and actionable suggestions for professional growth.
5) Complete the Kids Heart Challenge Professional Development Credit-Hour Worksheet with the number of PD credit hours spent in each week totaled at the bottom of the worksheet page.
6) Send the completed Professional Development Credit-Hour Worksheet to: kidsheartchallenge@heart.org for your American Heart Association certificate of hours.
7) Copy all evaluations and reflections for your records and submit with the PD Credit-Hour Worksheet to your professional development administrator alongside required district documentation.

Why this is important:

Kids Heart Challenge is a service-based project that benefits your school, builds your curriculum, and supports your community. KHC empowers your students to think globally and act locally. The program incorporates health-related concepts, social and emotional learning, and physical literacy. It is important to document your professional leadership and contribution.

Professional Development Holistic Rubric Criteria
Based on Charlotte Danielson's Framework for Teaching

Use these criteria to help score the teacher evaluation and reflection guides.

Level 1: Unsatisfactory
Program component is unorganized and contains content errors. Plans and materials show little evidence of instructional best practices, and content is not appropriate for all students. Teacher does not effectively establish rapport with students. No effort is made to differentiate instructional materials or environment. Expectations for learning are not clearly provided. There is no evidence of teacher reflection, professional networking, and/or service to profession/community.

Level 2: Basic
Instructional content includes important concepts, but structure is not well organized and shows no logical sequence. Teaching plans and materials keep students busy, but not engaged in complex thinking. Teacher does very little to establish rapport with students, and there is little evidence of actions that establish a culture for learning. Little effort is made to differentiate instructional materials, environment, and content. Expectations for learning are limited to non-disruptive behavior and basic comprehension. There is little evidence of teacher reflection, professional networking, and/or service to profession/community.

Level 3: Proficient
Instructional content is strong and organized sequentially. Teaching includes best practices and moves students toward complex thinking. Plans and practices include modifications and extensions to differentiate instruction for all students. Teacher establishes rapport with students and is working to establish a culture of learning. Expectations are clearly provided, with assessments in place to document student progress. Records are maintained for both student learning and teacher development. Families receive regular communication from the teacher. There is evidence of teacher reflection, professional networking, and service to profession/community.

Level 4: Distinguished
Instruction and student learning activities follow a clearly defined scope and sequence and are aligned to instructional goals. Teacher has a strong rapport with students based on mutual respect. There is a strong culture of learning already established. Teaching includes rigorous instructional practices with high expectations of student performance. Identifies and assesses student progress toward educational outcomes and modifies instruction based on assessments. Student learning activities and assessments are appropriate for all students and adapted when necessary though differentiated instruction and universal design principles. Teacher is aware of and uses resources beyond those provided by the school/organization and seeks professional development opportunities. There is documentation of teacher reflection, and instruction is enhanced based on that reflection. There is evidence of professional networking. Teacher is actively engaged in service to the profession and community. All student and teacher records are organized, up to date, and reflect a high degree of accuracy.

Teacher Evaluation and Self-Reflection Guide (Domain 1)

Domain	Component	Level 1	Level 2	Level 3	Level 4
Planning and Preparation	**1a) Knowledge of Content and Pedagogy** • Kids Heart Challenge (KHC) content gathered and organized • Basic competencies for jump rope, basketball, dance, and/or ninja warrior established • Integration of health-related fitness, social & emotional learning, and skill development				
	1b) Knowledge of Students • Content based on student needs/interests • Teacher-designed opportunities for student involvement • Instruction specific to special needs and student proficiency				
	1c) Setting Instructional Outcomes • Outcomes are challenging for all students • Outcomes are clearly defined • Outcomes based on KHC content areas • Outcomes differentiated for all students				
	1d) Demonstrating Knowledge of Resources • Materials provided by AHA / KHC • Materials provided by OPENPhysEd.org • Use of Community resources				
	1e) Designing Coherent Instruction • Learning activities support outcomes • Instructional materials support high-level thinking • There is opportunity for student choice • Lessons and activities are structured and sequential				
	1f) Designing Student Assessments • Congruence with instructional outcomes • Measure progress toward criteria and standards • Formative assessments (skill, cognitive, SEL) • Assessment data is used for planning				
Domain Total Score *(Sum of all component levels)*					

Teacher Reflection on Domain 1:
(Include implications for professional practice and professional development.)

Teacher Evaluation and Self-Reflection Guide (Domain 2)

Domain	Component	Level 1	Level 2	Level 3	Level 4
The Classroom Environment	**2a) Creating an Environment of Respect and Rapport** • Respectful discussion (class, small group, 1-on-1) • Acknowledgement of student experiences • Use of encouraging/empowering language				
	2b) Establishing a Culture for Learning • High expectation of participation and learning • High expectation of student expression • Recognition of effort and persistence				
	2c) Managing Classroom Procedures • Routines are established and smooth • Maximize instruction and practice • Students actively engaged in all aspects of lesson				
	2d) Managing Student Behavior • Clear expectations for behavior • Monitoring student behavior • Teacher actions prevent misbehavior • Appropriate and effective responses to misbehavior				
	2e) Organizing Physical Space • Safe and accessible for all students • HKC resources posted in a pleasant, inviting way • Effective use of physical resources				
Domain Total Score *(Sum of all component levels)*					

Teacher Reflection on Domain 2:
(Include implications for professional practice and professional development.)

Teacher Evaluation and Self-Reflection Guide (Domain 3)

Domain	Component	Level 1	Level 2	Level 3	Level 4
Instruction	**3a) Communicating with Students** • Clear expectations for learning • Clear and concise directions for activities • Clear explanations of content • Correct and imaginative use of language				
	3b) Using Questioning and Discussion Techniques • Questions/prompts reflect high cognitive expectation • Use of scaffolded discussion techniques • High levels of student participation in discussions				
	3c) Engaging Students in Learning • Activities and assignments create student enthusiasm and interest • Grouping of students promotes active engagement • Use of KHC instructional materials and resources to promote engagement and interest • Lesson is paced with time for student reflection and closure				
	3d) Using Assessment in Instruction • Teacher uses targeted questions to elicit evidence of learning • Teacher circulates to monitor student learning • Teacher feedback to students is meaningful and effective • Student self-assessment and monitoring of progress				
	3e) Demonstrating Flexibility and Responsiveness • Lesson adjustment based on student understanding • Effective use of teachable moments • Encourages persistence				
Domain Total Score *(Sum of all component levels)*					

Feedback/Teacher Reflection on Domain 3:
(Include implications for professional practice and professional development.)

Teacher Evaluation and Self-Reflection Guide (Domain 4)

Domain	Component	Level 1	Level 2	Level 3	Level 4
Professional Responsibilities	**4a) Reflecting on Teaching** • Accurately and thoughtfully reflects on lessons with notation of adjustments for future lessons				
	4b) Maintaining Accurate Records • Routine for documenting student work and progress • Accurately maintains all KHC records				
	4c) Communicating with Families • Uses KHC materials and information to communicate components of KHC programming • Creates and utilizes two-way communication between teacher and families • Provides opportunities for engagement of families in KHC program				
	4d) Participating in a Professional Community • Involves colleagues in KHC programming • Participates in KHC professional groups (e.g., Facebook and/or Twitter) • Demonstrates a culture of professional inquiry				
	4e) Growing and Developing Professionally • Uses OPENPhysEd.org resources to enhance content knowledge and pedagogical skill • Is receptive to feedback from colleagues • Engages with KHC, AHA, and OPENPhysEd.org as a way to demonstrate service to the profession				
	4f) Showing Professionalism • Consistently demonstrates integrity/ethical conduct • Values students as the highest priority • Uses KHC as a way to advocate for student health • Executes KHC programming in full compliance with school and district regulations				
Domain Total Score *(Sum of all component levels)*					

Feedback/Teacher Reflection on Domain 4:
(Include implications for professional practice and professional development.)

Tools for Documenting Professional Development

Kids Heart Challenge Professional Development Credit-Hour Worksheet

Record professional development hours in the PD Hours column for a maximum of 2 PD hours per week. Total all PD hours at the bottom of the page, and then turn this worksheet in with your Teacher Evaluation and Reflection Guides.

Section	Record PD Hours Below
Pre-Event Planning FOCUS: DOMAIN 1 PLANNING & PREPARATION o Setting Instructional Outcomes o Designing Coherent Instruction o Designing Student Assessments	(Maximum 2 PD Hours)
Week 1 Kickoff/Assembly FOCUS: DOMAIN 2 THE CLASSROOM ENVIRONMENT o Creating an Environment of Respect & Rapport o Establishing a Culture for Learning o Organizing Physical Space	(Maximum 2 PD Hours)
Week 2 Instruction and Family Communication FOCUS: DOMAIN 3 INSTRUCTION o Communicating with Students o Engaging Students in Learning o Demonstrating Flexibility and Responsiveness FOCUS: DOMAIN 4 PROFESSIONAL RESPONSIBLE o Maintaining Accurate Records o Communicating with Families o Participating in a Professional Community	(Maximum 2 PD Hours)
Week 3 Instruction and Family Communication FOCUS: DOMAIN 3 INSTRUCTION o Communicating with Students o Engaging Students in Learning o Demonstrating Flexibility and Responsiveness FOCUS: DOMAIN 4 PROFESSIONAL RESPONSIBLE o Maintaining Accurate Records o Communicating with Families o Participating in a Professional Community	(Maximum 2 PD Hours)
Week 4 Event Day / Program Wrap-Up FOCUS: DOMAIN 2 THE CLASSROOM ENVIRONMENT o Managing Classroom Procedures o Managing Student Behavior o Organizing Physical Space FOCUS: DOMAIN 3 INSTRUCTION o Communicating with Students o Engaging Students in Learning o Demonstrating Flexibility and Responsiveness	(Maximum 2 PD Hours)
Week 5 Reflection and Professional Planning FOCUS: DOMAIN 4 PROFESSIONAL RESPONSIBILITIES o Reflecting on Teaching o Growing and Developing Professionally o Showing Professionalism	(Maximum 2 PD Hours)
Total KHC Professional Development Hours Send this Credit-Hour Worksheet to: kidsheartchallenge@heart.org to receive your American Heart Association certificate of hours.	(Maximum 12 PD Hours)

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