



SAINT PAUL FEDERATION
OF EDUCATORS LOCAL 28

Standards of Effective School Nursing

80% Elements of Effective School Nursing

20% Professional Practice

Probationary Evaluations

Probationary evaluations consist of targeted elements. These elements are denoted with a F for the Fall Evaluation, W for the Winter Evaluation, and S for the Spring Evaluation. Having targeted elements provides opportunities for focused feedback throughout the school year.

P - F, W, S means Probationary Evaluations Fall, Winter and Spring

P - W, S means Probationary Evaluations Winter and Spring

P - S means Probationary Evaluation Spring

Tenured Evaluations

TD&E Summative Evaluations do not have targeted elements. These evaluations measure every element on the evaluation tool unless it is not applicable based on the educator's job description.

NOTE: It is recognized by Minnesota Law that administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the Standards of Effective Teaching. The TD&E committee recognizes that administrators can observe teachers and give meaningful feedback on a regular basis during any part of the three-year cycle (e.g. feedback through classroom visits and walkthroughs). If a teacher is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, Article 18, Section 1, Subd. 3.

Elements of Effective School Nursing

	Below Standard	Developing	Effective	Highly Effective
Child Find P - W, S	Rarely conducts child find activities, through ad hoc and other available reports, to identify health barriers and disabilities (e.g., ECS, vision, hearing, immunizations, health conditions). Rarely shares health expertise and/or contributes as an active member of various teams (e.g., Student Assistance Team, Child Study Team, Mental Health Team) to prioritize and address individual and population-based health needs.	Sometimes conducts child find activities, through ad hoc and other available reports, to identify health barriers and disabilities (e.g., ECS, vision, hearing, immunizations, health conditions). Sometimes shares health expertise and/or contributes as an active member of various teams (e.g., Student Assistance Team, Child Study Team, Mental Health Team) to prioritize and address individual and population-based health needs.	Regularly conducts child find activities, through ad hoc and other available reports, to identify health barriers and disabilities (e.g., ECS, vision, hearing, immunizations, health conditions). Regularly shares health expertise and contributes as an active member of various teams (e.g., Student Assistance Team, Child Study Team, Mental Health Team) to prioritize and address individual and population-based health needs.	Meets Effective AND: Is a leader in Child Find and supports/mentors others to grow/develop in this area.
Assessment P - F, W, S	Rarely utilizes a variety of sources to collect and/or analyze relevant health information in a systematic approach to determine the extent to which concerns impact a student educationally. Rarely completes timely health and physical assessment, determines educationally relevant medical findings, and/or documents and integrates health and medical information for special education or Section 504 evaluations, when applicable. Rarely identifies and/or responds appropriately to emerging physical and mental health needs within the population served.	Sometimes utilizes a variety of sources to collect and/or analyze relevant health information in a systematic approach to determine the extent to which concerns impact a student educationally. Sometimes completes timely health and physical assessment, determines educationally relevant medical findings, and/or documents and integrates health and medical information for special education or Section 504 evaluations, when applicable. Sometimes identifies and/or responds appropriately to emerging physical and mental health needs within the population served.	Regularly utilizes a variety of sources to collect and analyze relevant health information in a systematic approach to determine the extent to which concerns impact a student educationally. Consistently completes timely health and physical assessment, determines educationally relevant medical findings, and documents and integrates health and medical information for special education or Section 504 evaluations, when applicable. Regularly identifies and responds appropriately to emerging physical and mental health needs within the population served.	Meets Effective AND: Is a leader in Assessment and supports/mentors others to grow/develop in this area.
Diagnosis P - W, S	Rarely analyzes and/or evaluates assessment data from various subjective and objective sources to determine individualized nursing diagnoses. Nursing diagnoses are rarely documented in a manner that facilitates determination of plan of care and/or diagnoses are rarely utilized to identify goals and measure outcomes.	Sometimes analyzes and/or evaluates assessment data from various subjective and objective sources to determine individualized nursing diagnoses. Nursing diagnoses are sometimes documented in a manner that facilitates determination of plan of care and/or diagnoses are sometimes utilized to identify goals and measure outcomes.	Regularly analyzes and evaluates assessment data from various subjective and objective sources to determine individualized nursing diagnoses. Nursing diagnoses are consistently documented in a manner that facilitates determination of plan of care and diagnoses are consistently utilized to identify goals and measure outcomes.	Meets Effective AND: Is a leader in Diagnosis and supports/mentors others to grow/develop in this area.

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Care Planning P - W, S	Rarely utilizes a variety of resources to develop plans that are clear and reduce risk and are delivered in the least restrictive manner. Care is rarely and/or inaccurately prioritized and scheduled based on need. Student-centered plans are rarely written with specific interventions to attain measurable, realistic, and timely positive health outcomes for individual students and populations served.	Sometimes utilizes a variety of resources to develop plans that are clear and reduce risk and are delivered in the least restrictive manner. Care is sometimes prioritized and scheduled based on need. Student-centered plans are sometimes written with specific interventions to attain measurable, realistic, and timely positive health outcomes for individual students and populations served.	Routinely utilizes a variety of resources to develop plans that are clear and reduce risk and are delivered in the least restrictive manner. Care is regularly and accurately prioritized and scheduled based on need. Student-centered plans are regularly written with specific interventions to attain measurable, realistic, and timely positive health outcomes for individual students and populations served.	Meets Effective AND: Is a leader in Care Planning and supports/mentors others to grow/develop in this area.
Implementation P - W, S	Rarely provides timely and/or quality health care and nursing interventions for actual and/or potential health problems. Direct and indirect student-centered nursing services are rarely implemented.	Sometimes provides timely and/or quality health care and nursing interventions for actual and/or potential health problems. Direct and indirect student-centered nursing services are sometimes implemented.	Regularly provides timely and quality health care and nursing interventions for actual and potential health problems. Direct and indirect student-centered nursing services are consistently implemented.	Meets Effective AND: Is a leader in Implementation and supports/mentors others to grow/develop in this area.
Evaluation P - W, S	Rarely reviews data to evaluate student progress toward desired outcomes and/or to inform care. Rarely adapts health plans and/or nursing care as needed. Rarely proposes or creates evidence-based, student-centered recommendations based on assessments and findings.	Sometimes reviews data to evaluate student progress toward desired outcomes and/or to inform care. Sometimes adapts health plans and nursing care as needed. Sometimes proposes or creates evidence-based, student-centered recommendations based on assessments and findings.	Regularly reviews data to evaluate student progress toward desired outcomes and to inform care. Routinely adapts health plans and nursing care as needed. Regularly proposes or creates evidence-based, student-centered recommendations based on assessments and findings.	Meets Effective AND: Is a leader in Evaluation and supports/mentors others to grow/develop in this area.
Interventions P - F, W, S	Rarely identifies, documents, and/or implements student-centered nursing interventions. Specific interventions are rarely communicated to pertinent school staff. Interventions and/or accommodations are rarely planned in the least restrictive environment in accordance with a Free and Appropriate Public Education (FAPE).	Sometimes identifies, documents, and/or implements student-centered nursing interventions. Specific interventions are sometimes communicated to pertinent school staff. Interventions and accommodations are sometimes planned in the least restrictive environment in accordance with a Free and Appropriate Public Education (FAPE).	Consistently identifies, documents, and implements student-centered nursing interventions. Specific interventions are consistently communicated to pertinent school staff. Interventions and accommodations are regularly planned in the least restrictive environment in accordance with a Free and Appropriate Public Education (FAPE).	Meets Effective AND: Is a leader in Interventions and supports/mentors others to grow/develop in this area.

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Referrals P - W, S	Rarely identifies and/or refers students with actual and/or potential health problems to appropriate staff, health care providers, and/or community resources to remove barriers. Rarely follows HIPAA and/or FERPA protocols. Rarely works with students, family, and/or other school staff to initiate referrals, remove barriers, conduct timely follow up, and/or document progress and outcomes.	Sometimes identifies and/or refers students with actual and/or potential health problems to appropriate staff, health care providers, and/or community resources to remove barriers. Sometimes follows HIPAA and FERPA protocols. Sometimes works with students, family, and/or other school staff to initiate referrals, remove barriers, conduct timely follow up, and/or document progress and outcomes.	Consistently identifies and refers students with actual and potential health problems to appropriate staff, health care providers, and/or community resources to remove barriers. Routinely follows HIPAA and FERPA protocols. Routinely works with students, family, and other school staff to initiate referrals, remove barriers, conduct timely follow up, and document progress and outcomes.	Meets Effective AND: Is a leader in Referrals and supports/mentors others to grow/develop in this area.
Delegation to Health Assistant (when assigned) P - F, W, S	Rarely monitors and provides feedback to the Health Assistant to manage workflow and priorities. Rarely provides training and supervision for delegated tasks and Health Assistant functions (as defined by the Department) and/or documents those efforts. Rarely establishes a clear communication plan to reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Rarely works with administrator(s) to resolve conflict and/or reinforce safe and effective practices.	Sometimes monitors and provides feedback to the Health Assistant to manage workflow and priorities. Sometimes provides training and supervision for delegated tasks and Health Assistant functions (as defined by the Department) and/or documents those efforts. Sometimes establishes a clear communication plan to reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Sometimes works with administrator(s) to resolve conflict and/or reinforce safe and effective practices.	Regularly monitors and provides feedback to the Health Assistant to manage workflow and priorities. Regularly provides training and supervision for delegated tasks and Health Assistant functions (as defined by the Department) and/or documents those efforts. Regularly establishes a clear communication plan to reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Regularly works with administrator(s) to resolve conflict and reinforce safe and effective practices.	Meets Effective AND: Is a leader in Delegation to Health Assistant and supports/mentors others to grow/develop in this area.
Delegation to UAP & Site Health Plan (when assigned) P - F, W, S	Rarely provides training and supervision for specific delegated tasks and/or documents those efforts. Rarely establishes a clear communication plan to monitor for and reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Rarely coordinates with other staff regarding issues related to delegation. Components of Site Health Plan are rarely up-to-date and/or organized.	Sometimes provides training and supervision for specific delegated tasks and/or documents those efforts. Sometimes establishes a clear communication plan to monitor for and reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Sometimes coordinates with other staff regarding issues related to delegation. Components of Site Health Plan are sometimes up-to-date and organized.	Regularly provides training and supervision for specific delegated tasks and/or documents those efforts. Regularly establishes a clear communication plan to monitor for and reinforce effective, correct, appropriate, and/or safe student-centered practices and documentation. Effectively coordinates with other staff regarding issues related to delegation. Components of Site Health Plan are consistently up-to-date and organized.	Meets Effective AND: Is a leader in Delegation to UAP & Site Health Plan and supports/mentors others to grow/develop in this area.

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Transitions P - W, S	Rarely plans for, identifies, and/or documents student health needs and/or necessary accommodations during transitions (e.g., change in health status, hospitalization, change in schools). Rarely collaborates with the parent/guardian, health care providers, student, and/or staff regarding health and transitions. Rarely trains and/or prepares students, staff, and the site accordingly.	Sometimes plans for, identifies, and/or documents student health needs and necessary accommodations during transitions (e.g., change in health status, hospitalization, change in schools). Sometimes collaborates with the parent/guardian, health care providers, student, and/or staff regarding health and transitions. Sometimes trains and/or prepares students, staff, and the site accordingly.	Regularly plans for, identifies, and documents student health needs and necessary accommodations during transitions (e.g., change in health status, hospitalization, change in schools). Regularly collaborates with the parent/guardian, health care providers, student, and staff regarding health and transitions. Regularly trains and prepares students, staff, and the site accordingly.	Meets Effective AND: Is a leader in Transitions and supports/mentors others to grow/develop in this area.
Nursing Theory into Practice P - W, S	Demonstrates limited knowledge of the relationship between students' health and their academic success. Rarely identifies and/or removes health-related barriers to learning. Rarely employs strategies that promote short- and long-term physical and mental health, inform healthcare decisions, prevent disease, and/or enhance school performance. Rarely works in conjunction with Health and Wellness to promote system-level change. Rarely strives for best and up-to-date practice.	Demonstrates basic knowledge of the relationship between students' health and their academic success. Sometimes identifies and/or removes health-related barriers to learning. Sometimes employs strategies that promote short- and long-term physical and mental health, inform healthcare decisions, prevent disease, and/or enhance school performance. Sometimes works in conjunction with Health and Wellness to promote system-level change. Sometimes strives for best and up-to-date practice.	Demonstrates solid knowledge of the relationship between students' health and their academic success. Actively identifies and removes health-related barriers to learning. Regularly employs strategies that promote short- and long-term physical and mental health, inform healthcare decisions, prevent disease, and enhance school performance. Regularly works in conjunction with Health and Wellness to promote system-level change. Regularly strives for best and up-to-date practice.	Meets Effective AND: Is a leader in Nursing Theory into Practice and supports/mentors others to grow/develop in this area.
Communicable Disease Management P - F, W, S	Rarely educates students, families, and/or staff about immunizations and/or communicable diseases or does not follow exclusion protocols. Rarely ensures a safe and healthy school environment through control of infectious disease, which includes promotion of vaccines, utilization of school-wide infection control measures, and/or disease surveillance. Rarely reports communicable diseases in accordance with district and/or state guidelines.	Sometimes educates students, families, and/or staff about immunizations and/or communicable diseases while following exclusion protocols. Sometimes ensures a safe and healthy school environment through control of infectious disease, which includes promotion of vaccines, utilization of school-wide infection control measures, and/or disease surveillance. Sometimes reports communicable diseases in accordance with district and/or state guidelines.	Regularly educates students, families, and staff about immunizations and/or communicable diseases while following exclusion protocols. Routinely ensures a safe and healthy school environment through control of infectious disease, which includes promotion of vaccines, utilization of school-wide infection control measures, and/or disease surveillance. Consistently reports communicable diseases in accordance with district and state guidelines.	Meets Effective AND: Is a leader in Communicable Disease Management and supports/mentors others to grow/develop in this area.

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Chronic Disease Management P - W, S	Rarely educates school staff regarding students' health conditions following FERPA guidelines. Rarely implements the components of care to manage health conditions for students and remove health-related barriers. Rarely collaborates with families, students, staff, and/or health care providers to understand and plan for student health needs.	Sometimes educates school staff regarding students' health conditions following FERPA guidelines. Sometimes implements the components of care to manage health conditions for students and remove health-related barriers. Sometimes collaborates with families, students, staff, and/or health care providers to understand and plan for student health needs.	Routinely educates school staff regarding students' health conditions following FERPA guidelines. Regularly implements the components of care to manage health conditions for students and remove health-related barriers. Effectively collaborates with families, students, staff, and health care providers to understand and plan for student health needs.	Meets Effective AND: Is a leader in Chronic Disease Management and supports/mentors others to grow/develop in this area.
Culturally Effective Student Engagement P - F, W, S	Rarely attempts/strives to authentically engage each learner in appropriate/relevant content. Rarely utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion). Rarely demonstrates effective listening skills when engaging students. Rarely demonstrates ongoing flexibility to maximize student understanding and/or application of health information utilizing evidence-based practices and/or involvement of students in their own health care management.	Sometimes attempts/strives to authentically engage each learner in appropriate/relevant content. Sometimes utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion). Sometimes demonstrates effective listening skills when engaging students. Sometimes demonstrates ongoing flexibility to maximize student understanding and/or application of health information utilizing evidence-based practices and/or involvement of students in their own health care management.	Consistently attempts/strives to authentically engage each learner in appropriate/relevant content. Consistently utilizes engagement/re-engagement strategies that are culturally responsive (ethnic, gender, orientation, socioeconomic, national, age, religion). Regularly demonstrates effective listening skills when engaging students. Routinely demonstrates ongoing flexibility to maximize student understanding and application of health information utilizing evidence-based practices and involvement of students in their own health care management.	Meets Effective AND: Is a leader in Culturally Effective Student Engagement and supports/mentors others to grow/develop in this area.
Understanding of Learners P - F, W, S	Demonstrates limited understanding of learners and/or rarely makes health education accessible, relevant, and equitable. Rarely incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning environments, and special needs into school nursing services. Rarely acknowledges and/or filters out own bias and assumptions so that some students are able to show up as their authentic selves.	Demonstrates an understanding of some learners and attempts to make health education accessible, relevant, and equitable. Sometimes incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning environments, and special needs into school nursing services. Sometimes acknowledges and/or filters out own bias and assumptions so that most students are able to show up as their authentic selves.	Demonstrates an understanding of all learners and makes health education accessible, relevant, and equitable. Regularly incorporates knowledge of learners' language(s), backgrounds, cultures, interests, learning environments, and special needs into school nursing services. Regularly acknowledges and filters out own bias and assumptions so that each student is able to show up as their authentic self.	Meets Effective AND: Is a leader in Understanding of Learners and supports/mentors others to grow/develop in this area.

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Relationships in the Learning Community P - F, W, S	Fosters a sense of community that respects the identities of some learners, evidenced by words, actions, and attitudes that model and promote inclusion of some students. Rarely facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of most learners, evidenced by words, actions, and attitudes that model and promote inclusion of all students. Sometimes facilitates a learning community with students in which each feels welcomed, respected, and supported.	Fosters a sense of community that respects the identities of each learner, evidenced by words, actions, and attitudes that model and promote inclusion of all students. Consistently facilitates a learning community with students in which each feels welcomed, respected, and supported.	Meets Effective AND: Is a leader in Relationships in the Learning Community and supports/mentors others to grow/develop in this area.
Engaging Families P - W, S	Rarely builds reciprocal, collaborative relationships with families and/or invites their involvement in health care delivery. Creates an environment that welcomes few cultures, languages and/or backgrounds. Rarely displays a respectful understanding of unique family challenges and/or problem solves with families to remove barriers. Routinely blurs appropriate boundaries.	Sometimes builds reciprocal, collaborative relationships with families and/or invites their involvement in health care delivery. Creates an environment that welcomes most cultures, languages and/or backgrounds. Sometimes displays a respectful understanding of unique family challenges and/or problem solves with families to remove barriers. Sometimes maintains appropriate boundaries.	Proactively builds reciprocal, collaborative relationships with families and invites their involvement in health care delivery. Creates an environment that welcomes all cultures, languages and backgrounds. Consistently displays a respectful understanding of unique family challenges and effectively problem solves with families to remove barriers. Routinely maintains appropriate boundaries.	Meets Effective AND: Is a leader in Engaging Families and supports/mentors others to grow/develop in this area.
Communication Skills P - F, W, S	Rarely provides clear, respectful, and/or timely communication through multiple platforms to coordinate student- and family-centered services. Rarely uses effective strategies to redirect or deescalate challenging encounters. Rarely engages in healthy dialogue that is productive, purposeful, and solution-focused.	Sometimes provides clear, respectful, and/or timely communication through multiple platforms to coordinate student- and family-centered services. Sometimes uses effective strategies to redirect or deescalate challenging encounters. Sometimes engages in healthy dialogue that is productive, purposeful, and solution-focused.	Regularly provides clear, respectful, and timely communication through multiple platforms to coordinate student- and family-centered services. Regularly uses effective strategies to redirect or deescalate challenging encounters. Consistently engages in healthy dialogue that is productive, purposeful, and solution-focused.	Meets Effective AND: Is a leader in Communication Skills and supports/mentors others to grow/develop in this area.
Time Management P - F, W, S	Rarely identifies, prioritizes, and/or re-prioritizes workload and manages time accordingly. Schedule of medications, treatments, and/or appointments are rarely identified and/or delivered with regard to student or family schedules in the least restrictive manner. Rarely and/or inefficiently multitasks health office traffic (when appropriate) in combination with other priorities (e.g., health plan development, chronic disease management, immunization compliance, special education work). Rarely follows the LSN timeline to ensure responsibilities and deadlines are met.	Sometimes identifies, prioritizes, and/or re-prioritizes workload and manages time accordingly. Schedule of medications, treatments, and/or appointments are sometimes identified and/or delivered with regard to student or family schedules in the least restrictive manner. Sometimes multitasks health office traffic (when appropriate) in combination with other priorities (e.g., health plan development, chronic disease management, immunization compliance, special education work). Sometimes follows the LSN timeline to ensure responsibilities and deadlines are met.	Consistently identifies, prioritizes, and re-prioritizes workload and manages time accordingly. Schedule of medications, treatments, and/or appointments are consistently identified and delivered with regard to student or family schedules in the least restrictive manner. Efficiently multitasks health office traffic (when appropriate) in combination with other priorities (e.g., health plan development, chronic disease management, immunization compliance, special education work). Routinely follows the LSN timeline to ensure responsibilities and deadlines are met.	Meets Effective AND: Is a leader in Time Management and supports/mentors others to grow/develop in this area.

Elements of Effective School Nursing

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Organization P - F, W, S	Work space is rarely clean and/or organized with safe and secure storage for medications, supplies, and equipment. Components of Site Health Plan are rarely up-to-date and/or organized (when appropriate). Rarely and/or ineffectively utilizes health assistant and/or community partners to address workflow needs and priorities. Rarely collaborates with others to plan and/or prepare for school and community events (e.g., field trips, mass screenings, fairs).	Work space is somewhat clean and/or organized with safe and secure storage for medications, supplies, and equipment. Components of Site Health Plan are sometimes up-to-date and/or organized (when appropriate). Sometimes utilizes health assistant and/or community partners to address workflow needs and priorities. Sometimes collaborates with others to plan and prepare for school and community events (e.g., field trips, mass screenings, fairs).	Work space is regularly clean and organized with safe and secure storage for medications, supplies, and equipment. Components of Site Health Plan are regularly up-to-date and organized (when appropriate). Effectively utilizes health assistant and/or community partners to address workflow needs and priorities. Regularly collaborates with others to plan and prepare for school and community events (e.g., field trips, mass screenings, fairs).	Meets Effective AND: Is a leader in Organization and supports/mentors others to grow/develop in this area.
Medication Management & Administration (when assigned) P - F, W, S	Rarely reviews medication plans for effectiveness in partnership with parent/guardian, student and/or HCP. Rarely and/or ineffectively applies and trains designees on medication administration principles, procedures, and/or policy while following the "six rights." Medication errors are rarely reported and/or documented accurately and timely. Medications are rarely labeled, accessible, and/or properly secured.	Sometimes reviews medication plans for effectiveness in partnership with parent/guardian, student and/or HCP. Sometimes applies and/or trains designees on medication administration principles, procedures, and/or policy while following the "six rights." Medication errors are sometimes reported and/or documented accurately and timely. Medications are sometimes labeled, accessible, and/or properly secured.	Regularly reviews medication plans for effectiveness in partnership with parent/guardian, student and HCP. Effectively applies and trains designees on medication administration principles, procedures, and policy while following the "six rights." Medication errors are regularly reported and documented accurately and timely. Medications are regularly labeled, accessible, and properly secured.	Meets Effective AND: Is a leader in Medication Management & Administration and supports/mentors others to grow/develop in this area.
Technology P - F, W, S	Rarely and/or ineffectively navigates technology to provide, document, communicate, and/or educate others regarding student needs and cares (e.g., EdPlan, Campus, Google Suite, Office 365 suite, voicemail, virtual meetings, apps). Rarely utilizes technology to educate students and/or promote self-management of health needs.	Sometimes navigates technology to provide, document, communicate, and/or educate others regarding student needs and cares (e.g., EdPlan, Campus, Google Suite, Office 365 suite, voicemail, virtual meetings, apps). Sometimes utilizes technology to educate students and/or promote self-management of health needs.	Effectively navigates technology to provide, document, communicate, and educate others regarding student needs and cares (e.g., EdPlan, Campus, Google Suite, Office 365 suite, voicemail, virtual meetings, apps). Regularly utilizes technology to educate students and promote self-management of health needs.	Meets Effective AND: Is a leader in Technology and supports/mentors others to grow/develop in this area.
Data Privacy P - F, W, S	Rarely displays professional judgment regarding confidentiality in various situations. Rarely follows standards of practice related to the Family Educational Rights and Privacy Act (FERPA) and/or Health Insurance Portability and Accountability Act of 1996 (HIPAA). Consents and authorizations are rarely obtained as needed.	Sometimes displays professional judgment regarding confidentiality in various situations. Sometimes follows standards of practice related to the Family Educational Rights and Privacy Act (FERPA) and/or Health Insurance Portability and Accountability Act of 1996 (HIPAA). Consents and authorizations are sometimes obtained as needed.	Regularly displays professional judgment regarding confidentiality in various situations. Consistently follows standards of practice related to the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). Consents and authorizations are consistently obtained as needed.	Meets Effective AND: Is a leader in Data Privacy and supports/mentors others to grow/develop in this area.

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Public Health Practice P - W, S	Rarely addresses the social determinants of health, such as income, housing, transportation, employment, access to health insurance, and environmental health. Rarely engages and/or partners with community stakeholders to address needs of population served (e.g., dental, vision, hearing, immunizations). Rarely applies a variety of public health prevention strategies. Rarely provides school staff training for health issues (when appropriate).	Sometimes addresses the social determinants of health, such as income, housing, transportation, employment, access to health insurance, and environmental health. Sometimes engages and/or partners with community stakeholders to address needs of population served (e.g., dental, vision, hearing, immunizations). Sometimes applies a variety of public health prevention strategies. Sometimes provides school staff training for health issues (when appropriate).	Routinely addresses the social determinants of health, such as income, housing, transportation, employment, access to health insurance, and environmental health. Regularly engages and partners with community stakeholders to address needs of population served (e.g., dental, vision, hearing, immunizations). Regularly applies a variety of public health prevention strategies. Regularly provides school staff training for health issues (when appropriate).	Meets Effective AND: Is a leader in Public Health Practice and supports/mentors others to grow/develop in this area.
Emergency Preparedness & Response P - F, W, S	Rarely identifies and/or responds appropriately to emergency situations and/or is rarely available through a variety of means (e.g., in person, phone, walkie talkie, virtually). Rarely creates/obtains Emergency Care Plans when necessary and/or shares information on a need-to-know basis regarding students at risk for emergency events. Rarely participates in building's crisis response team and/or advocates for safe physical and mental health. Certifications (e.g., CPR, AED) are not up to date.	Sometimes identifies and/or responds appropriately to emergency situations and/or is sometimes available through a variety of means (e.g., in person, phone, walkie talkie, virtually). Sometimes creates/obtains Emergency Care Plans when necessary and/or shares information on a need-to-know basis regarding students at risk for emergency events. Sometimes participates in building's crisis response team and/or advocates for safe physical and mental health.	Regularly identifies and responds appropriately to emergency situations and is available through a variety of means (e.g., in person, phone, walkie talkie, virtually). Consistently creates/obtains Emergency Care Plans when necessary and shares information on a need-to-know basis regarding students at risk for emergency events. Certifications (e.g., CPR, AED) are regularly up to date. Actively participates in building's crisis response team and advocates for safe physical and mental health. Certifications (e.g., CPR, AED) are regularly up to date.	Meets Effective AND: Is a leader in Emergency Preparedness & Response and supports/mentors others to grow/develop in this area.

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective
Professional Conduct P - F, W, S	Inconsistently complies with federal laws, state laws, and/or SPPS policies and procedures. Inconsistently implements school's and district's strategic plan, mission, vision, and/or operating procedures along with Health and Wellness expectations.	Complies with federal laws, state laws, and SPPS policies and procedures. Mostly implements school's and district's strategic plan, mission, vision, and operating procedures along with Health and Wellness expectations.	Complies with federal laws, state laws, and SPPS policies and procedures; models high standards of professional conduct. Regularly implements school's and district's strategic plan, mission, vision, and operating procedures along with Health and Wellness expectations.	Meets Effective AND: Is a leader in modeling Professional Conduct and supports/mentors others to grow/develop in this area.
Record Keeping P - F, W, S	Maintenance of health records is mostly inaccurate, incomplete, and/or not up to date. Rarely documents care in a clear and objective manner. Examples may include: IHPs, ECPs, Section 504 Plans, Electronic Health Record, and special education documentation.	Maintenance of health records is mostly accurate, complete, and up to date. Sometimes documents care in a clear and objective manner. Examples may include: IHPs, ECPs, Section 504 Plans, Electronic Health Record, and special education documentation.	Maintenance of health records is consistently accurate, complete, and up to date. Regularly documents care in a clear and objective manner. Examples may include: IHPs, ECPs, Section 504 Plans, Electronic Health Record, and special education documentation.	Meets Effective AND: Is a leader in Record Keeping and supports/mentors others to grow/develop in this area.
Communication with Stakeholders P - F, W, S	Rarely provides appropriate information to stakeholders about students' health and wellness, explanation of services, and/or opportunities for support. Information is minimally conveyed in a timely, professional, linguistically, and/or culturally sensitive manner.	Sometimes provides appropriate information to stakeholders about students' health and wellness, explanation of services, and/or opportunities for support. Information is sometimes conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Regularly provides appropriate information to stakeholders about students' health and wellness, explanation of services, and/or opportunities for support. Information is regularly conveyed in a timely, professional, linguistically, and culturally sensitive manner.	Meets Effective AND: Is a leader in Communication with Stakeholders and supports/mentors others to grow/develop in this area (e.g. models the use of effective communication systems for colleagues).
Professional Relationships P - W, S	Collaborates ineffectively and/or disrespectfully. Communications and interactions rarely foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions sometimes foster a sense of community that respects the identities and roles of colleagues.	Collaborates effectively and respectfully. Communications and interactions regularly foster a sense of community that respects the identities and roles of colleagues.	Meets Effective AND: Is a leader in Professional Relationships and supports/mentors others to grow/develop in this area.
Reflective Practices & Feedback P - W, S	Rarely uses data and feedback to self-assess strengths and identify areas of growth. Rarely articulates and implements changes based on self-reflection and data.	Sometimes uses data and feedback to self-assess strengths and identify areas of growth. Sometimes articulates and/or implements changes based on self-reflection and data.	Regularly uses data and feedback to self-assess strengths and identify areas of growth. Regularly articulates and implements changes based on self-reflection and data.	Meets Effective AND: Is a leader in Reflective Practices & Feedback and supports/mentors others to grow/develop in this area.
Professional Growth P - W, S	Minimally plans for and/or participates in relevant professional learning activities. Rarely implements learning to improve educational practices and/or professional growth.	Sometimes plans for and participates in relevant professional learning activities. Sometimes implements learning to improve educational practices and professional growth.	Regularly plans for and participates in relevant professional learning activities. Regularly implements learning to improve educational practices and professional growth.	Meets Effective AND: Is a teacher leader in Professional Growth and supports/mentors others to grow/develop in this area.

Professional Responsibilities

	Below Standard	Developing	Effective	Highly Effective
Reimbursement Activities (if applicable) P - W, S	Rarely completes third party reimbursement documentation accurately and/or timely. Rarely completes monthly paraprofessional supervision for delegated health tasks for students in special education. Rarely completes time studies through Electronic Data Reporting System (EDRS).	Sometimes completes third party reimbursement documentation accurately and timely. Sometimes completes monthly paraprofessional supervision for delegated health tasks for students in special education. Sometimes completes time studies through Electronic Data Reporting System (EDRS).	Regularly completes third party reimbursement documentation accurately and timely. Consistently completes monthly paraprofessional supervision for delegated health tasks for students in special education. Regularly completes time studies through Electronic Data Reporting System (EDRS).	Meets Effective AND: Is a leader in Reimbursement Activities and supports/mentors others to grow/develop in this area.
Written TD&E Reflections P - S	Responses show little evidence of integrated learning or insights gained from the experience(s). Reflections are not submitted or responses are incomplete.	Responses show some evidence of integrated learning or insights gained from the experience(s).	Responses show thorough evidence of integrated learning or insights gained from the experience(s) and how the learning experience(s) contributed to educator efficacy.	Meets Effective AND: Is a leader in TD&E Written Reflections and supports/mentors others to grow/develop in this area. Written TD&E reflections can be used as an exemplar.
TD&E Components P - S	One or more TD&E components are missing and/or incomplete or TD&E components are sometimes completed in a timely manner, based on school/department timelines.	All TD&E components are complete and mostly completed in a timely manner, based on school/department timelines.	All TD&E components are complete and consistently completed in a timely manner, based on school/department timelines.	Meets Effective AND: Is a leader with TD&E Components and supports/mentors others to grow/develop in this area.

Summary

Areas of Strength:

Areas of Growth:

Next Steps: