

Rubric for Evaluating Colorado’s Specialized Service Professionals

Definition of an Effective Specialized Service Professional

Effective **Specialized Service Professionals** are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed specialized service professionals employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

| Quality Standard I: Specialized Service Professionals demonstrate mastery of and expertise in the domain for which they are responsible. | | | | |
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| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
| Element a: Specialized Service Professionals demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students. | | | | |
| <p>There is inadequate evidence that the school nurse:</p> <ul style="list-style-type: none"> ○ Has knowledge of developmental science and how it relates to student outcomes | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently demonstrates awareness of developmental science in working with students ○ Has limited ability to apply knowledge of developmental science to student interactions or outcomes | <p>... and</p> <p>The school nurse:</p> <ul style="list-style-type: none"> ○ Consistently applies understanding of developmental science at student support meetings, parent and staff meetings, etc. ○ Interacts with students at appropriate developmental level ○ Provides resources at appropriate developmental levels ○ Provides developmentally appropriate instruction regarding disease/chronic condition/health issues ○ Has expectations for students which match their developmental abilities/level | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource for utilizing developmental science that impacts student outcomes (ie. Concussion management, diabetes care, playground safety) | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Models and coaches others (ie staff, parents, research) |

Element b: Specialized Service Professionals demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.

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| <p>There is inadequate evidence that the School Nurse is:</p> <ul style="list-style-type: none"> ○ Identifies health-related (medical and emotional) causes for absenteeism and lost class time and develops plans to decrease absences | <p>The school nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently triages student health issues to increase time in class | <p>... and</p> <p>The school nurse:</p> <ul style="list-style-type: none"> ○ Works to increase students' time in class for individual students as well as the entire student body. ○ Identifies health-related (medical and emotional) causes for absenteeism and develops plans to decrease absences ○ Creates plans to minimize frequency and/or duration of health office visits. | <p>... and</p> <p>school nurse:</p> <ul style="list-style-type: none"> ○ Creates plans or strategies to maximize instructional time and optimize student health outcomes ○ Facilitates access to community health resources and specialized medical services | <p>... and</p> <p>The school nurse:</p> <ul style="list-style-type: none"> ○ Works with administration and staff to develop strategies to minimize time out of class |
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Element c: Specialized Service Professionals integrate evidence-based practices and research findings into their services and/or specially designed instruction.

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| <p>There is inadequate evidence that the school nurse:</p> <ul style="list-style-type: none"> ○ Utilizes clinical guidelines and evidence based practice in developing plans. | <p>The school nurse:</p> <ul style="list-style-type: none"> ○ Has awareness of professional resources and inconsistently applies knowledge of evidence-based practices and research findings | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Develops and periodically reviews plans that enable the student to meet the goals of the plan ○ Utilizes clinical guidelines and evidence based practice in developing plans. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource to colleagues in establishing evidence based plan of care. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Advocates to promote evidence based practice in the larger community |
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Element d: Specialized Service Professionals demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> ○ Demonstrates care coordination in their practice by collaborating with family, school staff and community | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently demonstrates care coordination in their practice. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Demonstrates care coordination in their practice by collaborating with family, school staff and community ○ Facilitates access to community health resources (outreach for state health insurance) | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Collaborates with community agencies to heighten awareness of the school's role in supporting student health and management of chronic conditions | <p>... and</p> <p>The School Nurse :</p> <ul style="list-style-type: none"> ○ Serves in a leadership capacity with community agencies to heighten awareness of the school's role in supporting student health |
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Element e: Specialized Service Professionals demonstrate knowledge of and expertise in their professions.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> ○ Follows Colorado Nurse Practice Act including the rules for nursing delegation ○ Is self-directed in acquiring knowledge and skills for current school nursing practice ○ Seeks professional resources when faced with new clinical situations | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently follows Colorado Nurse Practice Act including the rules for nursing delegation ○ Inconsistently is self-directed in acquiring knowledge and skills for current school nursing practice ○ Inconsistently seeks professional resources when faced with new clinical situations | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Follows Colorado Nurse Practice Act including the rules for nursing delegation ○ Is self-directed in acquiring knowledge and skills for current school nursing practice ○ Seeks professional resources when faced with new clinical situations (e.g. new student with diabetes, unfamiliar health condition) | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource to colleagues | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Participates in activities to promote evidence based clinical school nurse practice |
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

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| <p>Examples of Artifacts that may be used to provide evidence of performance:</p> | <p>Evidence of performance provided by artifact:</p> |
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| 0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary | Overall Rating for Standard I: <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #c8e6c9;"></div> |
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Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.

Comments of person being evaluated. (Optional)

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Quality Standard II: Specialized Service Professionals support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
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| <p>Element a: Specialized Service Professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p> | | | | |
| <p>There is inadequate evidence that the School Nurse</p> <ul style="list-style-type: none"> ○ Consistently maintains an atmosphere which fosters a safe physical, emotional and intellectual environment ○ Models polite, respectful interactions | <p>The School Nurse</p> <ul style="list-style-type: none"> ○ Inconsistently maintains an atmosphere which fosters a safe physical, emotional and intellectual environment ○ Inconsistently models polite, respectful interactions | <p>.. and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Consistently maintains an atmosphere which fosters a safe physical, emotional and intellectual environment ○ Models polite, respectful interactions ○ Ensures confidentiality | <p>.. and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource to colleagues in promoting a safe physical, emotional and intellectual environment | <p>.. and</p> <p>The Student:</p> <ul style="list-style-type: none"> ○ performs optimally for their ability and maintains respectful interactions with peers and school staff |
| <p>Element b: Specialized Service Professionals demonstrate respect for diversity within the home, school, and local and global communities.</p> | | | | |
| <p>There is inadequate evidence that the school nurse</p> <ul style="list-style-type: none"> ○ Understands values and beliefs and is sensitive to diversity when interacting with students and their families with their unique values and beliefs | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently demonstrates understanding of values and beliefs ○ Inconsistently seeks to understand and respect cultural differences | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Understands values and beliefs, is sensitive to differences when interacting with students and their families and their unique values and beliefs ○ Applies knowledge of diversity to nursing practice including differences in physical, social, emotional, spiritual, cultural and sexual orientation needs | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource to address student or family unique needs from an understanding and sensitivity to diversity | <p>... and</p> <p>The Student:</p> <ul style="list-style-type: none"> ○ functions in the school setting as an adjusted, accepted individual with self-acceptance and tolerance and support of peers |
| <p>Element c: Specialized Service Professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p> | | | | |

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> ○ Monitors students for level of participation in health planning. ○ Encourages students to share their interests in order to better understand student/s' strengths and needs. ○ Challenges students to expand and enhance their learning of their health needs. ○ Acknowledges students for their accomplishments. ○ | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently monitors students for level of participation in health planning. ○ Inconsistently encourages students to share their interests in order to better understand student/s' strengths and needs. ○ Inconsistently challenges students to expand and enhance their learning of their health needs. ○ Inconsistently acknowledges students for their accomplishments. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Monitors students for level of participation in health planning. ○ Encourages students to share their interests in order to better understand student/s' strengths and needs. ○ Challenges students to expand and enhance their learning of their health needs. ○ Acknowledges students for their accomplishments. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Actively engages students when developing activities related to their health/interests. ○ Serves as a resource in responding to difficult questions within their expertise of health, wellness, communicable disease, acute and chronic disease. | <p>... and</p> <p>The Student:</p> <ul style="list-style-type: none"> ○ functions as an advocate for self and others in the school setting and may do so in the larger community) |
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Element d: Specialized Service Professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> ○ Regularly uses two way communication with families about students learning, behavior, and wellness ○ Responds promptly and effectively to communications from families and staff | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently uses two way communication with families about students learning, behavior, and wellness ○ Inconsistently responds to communications from families and staff | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Regularly uses two way communication with families about students learning, behavior, and wellness ○ Responds promptly and effectively to communications from families and staff | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Communicates student needs effectively with multidisciplinary teams and family/students/guardians. | <p>... and</p> <p>The Student:</p> <ul style="list-style-type: none"> ○ Will freely and consistently communicate their health care needs within school, to the school health personnel and at home) |
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Element e: Specialized Service Professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

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| <p>There is inadequate evidence that the school nurse:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates student health interventions necessary during school day to student and staff. <input type="radio"/> Holds students accountable for adherence to school rules and their health care plans. <input type="radio"/> . | <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="radio"/> Inconsistently communicates student health interventions necessary during school day to student and staff. <input type="radio"/> Inconsistently holds students accountable for adherence to school rules and their health care plans. <input type="radio"/> . | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates student health interventions necessary during school day to student and staff. <input type="radio"/> Holds students accountable for adherence to school rules and their health care plans. <input type="radio"/> Implements strategies to avoid interruptions to instructional time | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="radio"/> Incorporates knowledge of behavioral manifestations of various disabilities, acute and chronic illnesses in their nursing practice | <p>... and</p> <p>The Student:</p> <ul style="list-style-type: none"> <input type="radio"/> Will self-advocate for health care interventions necessary for them to optimally function at school |
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- Professional Practice is **Observable** during an observation of a session.
- Professional Practice is **Not Observable** during an observation of a session.

| Examples of Artifacts that may be used to provide evidence of performance: | Evidence of performance provided by artifact: |
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| | Ratings (# Points per rating at this level) | NE (0) | PP (1) | P (2) | A (3) | E (4) | Total Points |
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| Element a: Specialized Service Professionals foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers. | | | | | | | |
| Element b: Specialized Service Professionals demonstrate respect for diversity within the home, school, and local and global communities. | | | | | | | |
| Element c: Specialized Service Professionals engage students as unique individuals with diverse backgrounds, interests, strengths, and needs. | | | | | | | |
| Element d: Specialized Service Professionals engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals. | | | | | | | |

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| Element e: Specialized Service Professionals select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies. | | | | | | |
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| 0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary | Overall Rating for Standard II: <div data-bbox="875 352 1463 432" style="border: 1px solid black; background-color: #c8e6c9; height: 38px; width: 100%;"></div> | | | | | |
| Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. | | | | | | |
| Comments of person being evaluated. (Optional) | | | | | | |

Quality Standard III: *Specialized Service Professionals plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.*

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
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| <p>Element a: Specialized Service Professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.</p> | | | | |
| <p>There is inadequate evidence that the specialized service professional:</p> <ul style="list-style-type: none"> ○ Has knowledge or understanding of national and state laws, district policies and procedures governing students with disabilities, specialized education programs, chronically ill students and the rights of the disabled. ○ Participate as an active team member to develop plans that support students with medical disability, conditions, or challenges to optimally access their educational goals | <p>The specialized service professional:</p> <ul style="list-style-type: none"> ○ Inconsistently demonstrates knowledge and understanding of national and state laws, district policies and procedures governing students with disabilities, specialized education programs, chronically ill students and the rights of the disabled. ○ Inconsistently works as an active member to develop plans that support students with medical disability, conditions, or challenges to optimally access their educational goals | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Consistently demonstrates knowledge and understanding of national and state laws, district policies and procedures governing students with disabilities, specialized education programs, chronically ill students and the rights of the disabled. ○ Consistently works as an active team member to develop plans that support students with medical disability, conditions, or challenges to optimally access their educational goals | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a resource or partners with outside agencies utilizing knowledge and understanding of national and state laws, district policies and procedures governing students with disabilities, specialized education programs, chronically ill students and the rights of the disabled. ○ Viewed and utilized as a resource to develop plans that support the students with medical disability, conditions, or challenges are able to optimally access their educational goals | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Serves as a leader/teacher to assist in implementing and understanding the laws and district policies and procedures. ○ Serves in a leadership capacity to develop plans that support students with medical disability, conditions, or challenges are able to optimally access their educational goals |
| <p>Element b: Specialized Service Professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.</p> | | | | |

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| <p>There is inadequate evidence that the specialized service professional:</p> <ul style="list-style-type: none"> ○ has knowledge or understanding of available data and possible ways to utilize it | <p>The specialized service professional:</p> <ul style="list-style-type: none"> ○ Inconsistently uses assessment results and /or other data to provide descriptive feedback and engage students and families in constructive conversation that focuses on student health and wellness. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student health and wellness. ○ | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Utilizes assessment results and/ or other data to develop individualized complex plan of care | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Utilizes data to develop community wide educational efforts that promote positive health outcomes |
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Element c: Specialized Service Professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> ○ Uses appropriate practices, including tiered instruction, scaffolds and other supports to accommodate difference in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Inconsistently uses appropriate practices, including tiered instruction, scaffolds and other supports to accommodate difference in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Uses appropriate practices, including tiered instruction, scaffolds and other supports to accommodate difference in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners ○ Consistently demonstrates, evaluates, and documents response to intervention. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Develops a system of practices, including tiered instruction, scaffolds and other supports to accommodate difference in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Acts as a teacher/leader in developing a system of practices, including tiered instruction, scaffolds and other supports to accommodate difference in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners |
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Element d: Specialized Service Professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

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| <p>There is inadequate evidence that the school nurse:</p> <p>Uses a variety of information technologies and instructional resources to motivate and encourage active participation of students in a variety of settings.</p> | <p>The School Nurse:</p> <ul style="list-style-type: none"> O Inconsistently uses a variety of information technologies and instructional resources to motivate and encourage active participation of students in a variety of settings. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Consistently used a variety of information technologies and instructional resources to motivate and encourage active participation of students in a variety of settings. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Viewed and utilized as a resource to implement a variety of information technologies and instructional resources to motivate and encourage active participation of students in a variety of settings. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Serves in a leadership capacity to implement a variety of information technologies and instructional resources to motivate and encourage active participation of students in a variety of settings. |
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Element e: Specialized Service Professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

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| <p>There is inadequate evidence that the School Nurse:</p> <p>Works collaboratively with students and staff to promote critical thinking, self-advocacy and healthy choices to maintain optimal health and wellness.</p> | <p>The School Nurse:</p> <ul style="list-style-type: none"> O Inconsistently works collaboratively with students and staff to promote critical thinking, self-advocacy and healthy choices to maintain optimal health and wellness | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Works collaboratively with students and staff to promote critical thinking, self-advocacy and healthy choices to maintain optimal health and wellness | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Serves as a resource to staff and/ or partners with outside agencies to promote and maintain optimal health and wellness. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Actively supports coordinated school health model to promote and maintain optimal health and wellness. |
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Element f: Specialized Service Professionals communicate effectively with students.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> O Consistently uses language appropriate to students' age, developmental level, gender, race and ethnic background. O Uses effective written, verbal, nonverbal and visual communication skills. | <p>The School Nurse:</p> <ul style="list-style-type: none"> O Inconsistently uses language appropriate to students' age, developmental level, gender, race and ethnic background. O Inconsistently uses effective written, verbal, nonverbal and visual communication skills. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Consistently uses language appropriate to students' age, developmental level, gender, race and ethnic background. O Uses effective written, verbal, nonverbal and visual communication skills. | <p>...and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Develops educational resources/tools appropriate to the student's developmental level, gender, race and ethnic background | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Mentors others in developing effective written, verbal, nonverbal and visual communication skills. |
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Element g: Specialized Service Professionals develop and/or implement services and/or specially designed instruction unique to their professions.

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| <p>There is inadequate evidence that the school nurse:</p> <ul style="list-style-type: none"> O Develops effective healthcare plans, 504 Plans or assists with the development of IEPs relative to health outcomes | <p>The School Nurse:</p> <ul style="list-style-type: none"> O Develops ineffective healthcare plans, 504 Plans or assists with the development of IEPs relative to health outcomes | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Develops effective healthcare plans, 504 Plans or assists with the development of IEPs relative to health outcomes | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Serves as a resource for development of effective evidence based health plans. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> O Serves as a leader/teacher in the development of effective evidence based health plans |
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

| Examples of Artifacts that may be used to provide evidence of performance: | Evidence of performance provided by artifact: |
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| <input type="checkbox"/> | |
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| | Ratings (# Points per rating at this level) | NE (0) | PP (1) | P (2) | A (3) | E (4) | Total Points |
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| Element a: Specialized Service Professionals provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students. | | | | | | | |
| Element b: Specialized Service Professionals utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction. | | | | | | | |
| Element c: Specialized Service Professionals plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals. | | | | | | | |
| Element d: Specialized Service Professionals support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes. | | | | | | | |
| Element e: Specialized Service Professionals establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills. | | | | | | | |
| Element f: Specialized Service Professionals communicate effectively with students. | | | | | | | |
| Element g: Specialized Service Professionals develop and/or implement services and/or specially designed instruction unique to their professions. | | | | | | | |

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| <p> 0 to 5 Total Points = Not Evident 6 to 11 Total Points = Partially Proficient 12 to 17 Total Points = Proficient 18 to 23 Total Points = Accomplished 24 to 28 Total Points = Exemplary </p> | <p align="center">Overall Rating for Standard III:</p> <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #c8e6c9;"></div> |
| <p>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</p> | |
| <p>Comments of person being evaluated. (Optional)</p> | |

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Quality Standard IV: Specialized Service Professionals reflect on their practice.

| Not Evident | Partially Proficient | Proficient (Meets State Standard) | Accomplished | Exemplary |
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| <p>Element a: Specialized Service Professionals demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.</p> | | | | |
| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student learning occurs. <input type="checkbox"/> Collects and analyzes student health data. <p>Uses data to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student learning. <p>Inform school nursing practice.</p> | <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of knowing how student health occurs and its impact on student learning. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes, reflects, and reviews students/school assessment data and systematically adjusts nursing practice to promote and improve student learning, growth and development. <input type="checkbox"/> Applies evidence based practices in meeting with colleagues to discuss student needs. | <p>... and</p> <p>The School Nurse</p> <p>modifies the learning environment to assure that all students:</p> <ul style="list-style-type: none"> <input type="radio"/> Understand what is expected of them. <input type="radio"/> Are challenged to meet or exceed expectations. <input type="radio"/> Participate in classroom activities with a high level of frequency and quality. <input type="radio"/> Take responsibility for their work. <p>Have the opportunity to build on their interests and strengths.</p> | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explores and proposes challenging measurable student data analysis to achieve state and national health and wellness initiatives. <input type="checkbox"/> Monitors and evaluates personal behavioral changes to determine what works for students. <input type="checkbox"/> Develops student health plans based on information gathered from students, families and significant adults, colleagues, and professional |
| <p>Element b: Specialized Service Professionals link professional growth to their professional goals.</p> | | | | |

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice. <input type="checkbox"/> Completes required professional development. <input type="checkbox"/> Understands which professional development activities will help to address student health needs. | <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks high quality professional development opportunities to meet professional goals. <input type="checkbox"/> Learns new skills to improve professional practice. <input type="checkbox"/> Applies knowledge and skills learned through professional development to support student achievement.. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains CDE Special Service Provider license, and strives towards National School Nurse Certification. <input type="checkbox"/> Stays current in practice through membership in state, national organizations | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and follows a long-term professional development plan <input type="checkbox"/> Develops and conducts professional development programs: e.g. presentation to peers on clinical topics. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attains NCSN certification. |
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Element c: Specialized Service Professionals respond to complex, dynamic environments.

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| <p>There is inadequate evidence that the School Nurse collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address health issues that may impact student learning. <input type="checkbox"/> Support struggling students. <input type="checkbox"/> Contribute to campus goals. <input type="checkbox"/> Establishes a confidential, non-judgmental environment. | <p>The School Nurse</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams when asked. <input type="checkbox"/> Inconsistently maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Responds and demonstrates clinical skills necessary to address emergency situations (e.g. first aid, CPR, AEDs). <input type="checkbox"/> Performs minimally required nursing responsibilities and professional duties according to Nurse Practice Act and district policies. | <p>... and</p> <p>The School Nurse :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists in decision making including but not limited to school safety, policy development, crisis interventions, field trips, school activities, and health curriculum. <input type="checkbox"/> Actively contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. <input type="checkbox"/> Responds and demonstrates clinical skills necessary to address emergency situations (e.g. first aid, CPR, AEDs). <input type="checkbox"/> Performs required nursing responsibilities and professional duties according to Nurse Practice Act and district policies | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a consultant for colleagues, both providing and receiving feedback on professional practice and performance. <input type="checkbox"/> Holds others accountable for professional practice | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens nursing practice by incorporating feedback and other types of performance data. <input type="checkbox"/> Seeks specific feedback on areas of professional practice that are in need of improvement. <input type="checkbox"/> Creates and shares School Nurse Portfolio |
| <p>Examples of Artifacts that may be used to provide evidence of performance:</p> | | <p>Evidence of performance provided by artifact:</p> | | |

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| <p>There is inadequate evidence that the School Nurse: Collaborates effectively with staff, providers and community stakeholders to meet the health needs of students</p> | <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Participates in staff meetings and special committees when asked ○ Utilizes community resources such as specialized medical care clinics, chronic health condition agencies. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Collaborates with administrative and educational staff through staff meetings and membership in student study teams, crisis teams and wellness committees. ○ Consults with health care providers, specialists, nurse educators, community agencies, mental health providers, CDPHE, local Boards of Health, and CDE to improve practice in specific areas. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Facilitates the crisis team, wellness committee or 504 team. ○ Participates in community organizations related to health and education. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> ○ Initiates and leads special committees when a need is identified related to the health and wellness of the school community |
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Element b: Specialized Service Professionals advocate for students, families, and schools.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> □ Participates in activities designed to improve policies and procedures that affect school climate and student learning. □ Reaches out to students, families, and the community in order to understand their needs. | <p>The School Nurse:</p> <ul style="list-style-type: none"> □ Contributes to and/or participates in school and district task forces and committees to advocate for students. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> □ Implements school and district policies and procedures with fidelity. □ Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> □ Suggest changes to school and /or district policies to improve student outcomes and safety. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> □ Advocate for curricular, school climate, and instructional improvements related to health and wellness. |
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Element c: Specialized Service Professionals demonstrate leadership in their educational setting(s).

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in school activities beyond those expected of all SSPs. <input type="checkbox"/> Recognizes opportunities to develop leadership skills. <input type="checkbox"/> Works collaboratively for the benefit of students. <input type="checkbox"/> Supports school goals and initiatives. | <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributes to school committees and teams. <input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate student care with school staff and other colleagues to support student health needs <input type="checkbox"/> . | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with administration and other colleagues sharing their expertise to make appropriate health and safety decisions for students and staff. <input type="checkbox"/> Advocates for adequate staffing to safely meet the needs of all students | <p>... and</p> <p>The School Nurse initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze student data and interpret results. <input type="checkbox"/> Apply findings to improve nursing practice. <input type="checkbox"/> Share ideas to improve interventions for students <input type="checkbox"/> Contribute to school health and wellness goals |
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Element d: Specialized Service Professionals contribute knowledge and skills to educational practices and their profession.

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| <p>There is inadequate evidence that the School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is willing to share expertise with colleagues. <input type="checkbox"/> Understands the importance of supporting colleagues. | <p>The School Nurse collaborates with colleagues to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student growth and development. <input type="checkbox"/> Contribute to school goals. <input type="checkbox"/> Enhance opportunities for professional growth. <input type="checkbox"/> Provide input into the management of the school. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates and applies knowledge of Essential School Health Services into their practice | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in district-wide decision-making processes that impact the health of students. <input type="checkbox"/> Leads professional growth and development activities for district staff. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the inclusion of school nurses in education and government decision-making processes. |
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Element e: Specialized Service Professionals demonstrate high ethical standards.

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| <p>There is inadequate evidence that the School Nurse</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains confidentiality of student records as required by law. <input type="checkbox"/> Understands the need to hold high standards for themselves and others. <input type="checkbox"/> Adheres to the Scope and Standard of School Nursing Practice. | <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses the Code of Ethics for Nurses according to the American Nurses Association <input type="checkbox"/> Demonstrates professional demeanor in words, actions, and appearances. <input type="checkbox"/> Maintains a therapeutic and professional relationship with appropriate role boundaries. <input type="checkbox"/> Maintains confidentiality of student and fellow staff interactions as well as student and personal data (HIPAA, FERPA) <input type="checkbox"/> Integrates caring, kindness and respect into nursing practice. | <p>... and</p> <p>The School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speaks up when appropriate to question health care practice when necessary for safety and quality improvement <input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior. | <p>... and</p> <p>School Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acts as a teacher/leader to promote ethical standards |
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Professional Practice is **Observable** during an observation of a session.
 Professional Practice is **Not Observable** during an observation of a session.

| Examples of Artifacts that may be used to provide evidence of performance: | Evidence of performance provided by artifact: |
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| <input type="checkbox"/> | |
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| | Ratings (# Points per rating at this level) | NE (0) | PP (1) | P (2) | A (3) | E (4) | Total Points |
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| Element a: Specialized Service Professionals collaborate with internal and external stakeholders to meet the needs of students. | | | | | | | |
| Element b: Specialized Service Professionals advocate for students, families and schools. | | | | | | | |

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| Element c: Specialized Service Professionals demonstrate leadership in their educational setting(s). | | | | | | |
| Element d: Specialized Service Professionals contribute knowledge and skills to educational practices and their profession. | | | | | | |
| Element e: Specialized Service Professionals demonstrate high ethical standards. | | | | | | |
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| 0 to 3 Total Points = Not Evident 4 to 7 Total Points = Partially Proficient 8 to 12 Total Points = Proficient 13 to 16 Total Points = Accomplished 17 to 20 Total Points = Exemplary | | | Overall Rating for Standard V: <div style="border: 1px solid black; background-color: #d9ead3; height: 20px; width: 100%;"></div> | | | |
| Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole. | | | | | | |
| Comments of person being evaluated. (Optional) | | | | | | |

Quality Standard VI: *Specialized Service Professionals take responsibility for student outcomes.*

Element a: Specialized Service Professionals demonstrate high levels of student outcomes consistent with the requirements of their respective professions.

Element b: Specialized Service Professionals demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.

PILOT