

Standards of Effective School Nursing Practice

80% Elements of School Nursing Practice

20% Professional Growth/Service to Profession

Elements of School Nursing Practice

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Assessment		<ul style="list-style-type: none"> Rarely includes student, family, school staff, and Health Care Providers (HCP) Data collection incomplete or no data collection Rarely conducts child find activities 	<ul style="list-style-type: none"> Sometimes includes student, family, school staff, and HCP Data collection is sometimes systematic, organized, and ongoing Conducts child find activities to identify students with chronic health issues, special learning needs, etc. 	<ul style="list-style-type: none"> Regularly includes student, family, school staff, HCP, and community (as necessary) Data collection is consistently systematic, organized, and ongoing Conducts child find activities to identify students with chronic health issues, special learning needs, etc. and plans delivery of care based on child find outcomes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Student and school population data are collected, compared, contrasted, and analyzed to identify patterns and variances, taking into account cultural considerations
Diagnosis		<ul style="list-style-type: none"> Assessment data incorrectly analyzed for nursing diagnosis Nursing diagnosis rarely determined 	<ul style="list-style-type: none"> Attempts to use some outside sources to determine nursing diagnosis Nursing diagnosis are sometimes documented in a manner that facilitates determination of plan of care 	<ul style="list-style-type: none"> Assessment data from outside sources is accurately analyzed to determine nursing diagnosis Nursing diagnosis are regularly documented in a manner that facilitates determination of plan of care and diagnosis are validated with student, family, and HCP 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Identifies and communicates relationship between health status and ability to learn
Outcomes Identified		<ul style="list-style-type: none"> Student health outcomes are rarely identified 	<ul style="list-style-type: none"> Health outcomes are sometimes identified 	<ul style="list-style-type: none"> Health outcomes are identified and individualized to the student or school population 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Expected health outcomes are individualized, reflect student and school driven priorities, and include school attendance and time on task
Planning		<ul style="list-style-type: none"> Students are rarely identified who need plans for school Individual Health Plan (IHP) or Emergency Care Plan (ECP) are rarely written 	<ul style="list-style-type: none"> Students are sometimes identified who need plans for school IHP and ECP are sometimes written 	<ul style="list-style-type: none"> Students are consistently identified who need plans for school IHP and ECP are written and specify interventions to attain expected health outcomes for individual students and for school population IHPs and ECPs are uploaded into electronic student health record 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Serves as a resource for other LSNs in planning and writing IHP and/or ECPs
Interventions & Referrals		<ul style="list-style-type: none"> Nursing interventions identified in plans of care are rarely implemented Specific interventions are rarely communicated to pertinent school staff Rarely makes appropriate referrals for identified health concerns Rarely manages referrals including initiation of referrals and follow up of all referrals 	<ul style="list-style-type: none"> Nursing interventions identified in plans of care are sometimes implemented Specific interventions are sometimes communicated to pertinent school staff Sometimes makes appropriate referrals for identified health concerns Sometimes manages referrals including initiation of referrals and follow up of all referrals 	<ul style="list-style-type: none"> Nursing interventions identified in plans of care are consistently implemented in a safe manner Specific interventions are consistently communicated to pertinent school staff Consistently makes appropriate referrals for identified health concerns Routinely manages referrals including initiation of referrals and follow up of all referrals 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Seeks out current evidence-based trends in pediatric and school health related to interventions Identification of community resources to utilize for specific students
Evaluation		<ul style="list-style-type: none"> Limited or no evidence of evaluating progress and outcomes Limited or lacking evidence of assessment of data to revising the nursing diagnosis and health outcomes 	<ul style="list-style-type: none"> Evaluation of student progress is consistent with plan of care Some evidence of assessment of data to revising the nursing diagnosis and health outcomes 	<ul style="list-style-type: none"> Evaluation of student progress is consistent with plan of care and documented in electronic student health record or IHP and ECP Uses regular and ongoing assessment data to revise the nursing diagnosis and health outcomes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Uses the results of evaluation analyses to make or recommend process or structural changes, including policy, procedure, or protocol documentation, as appropriate

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Delegation		<ul style="list-style-type: none"> Rarely documents supervision and training regarding specific delegated tasks to unlicensed assistive personnel (UAP) No supervision and follow up with UAP practice. Rarely coordinates with other staff regarding issues related to delegation of UAP 	<ul style="list-style-type: none"> Some documentation of supervision and training regarding specific delegated tasks to UAP Supervision and follow up regarding consistent practice of UAP occurs Sometimes coordinates with other staff regarding issues related to delegation of UAP 	<ul style="list-style-type: none"> Regular documentation of supervision and training regarding specific delegated tasks to UAP Supervision and follow up regarding consistent practice of UAP occurs along with reviewing and updating training every six months Effectively coordinates with other staff regarding issues related to delegation of UAP 	Meets Proficient AND: <ul style="list-style-type: none"> Facilitate learning activities for UAP that meet individual learning styles Coordination and planning for other UAP to assist with tasks if delegee is not onsite Content expert for other school staff to consult and model in regards to delegation practices
Transitions		<ul style="list-style-type: none"> Limited evidence of working with parent/guardian and student to transition to self care Limited documentation of a plan for transition and health issues 	<ul style="list-style-type: none"> Some coordination with parent/guardian and HCP regarding health and transitions Some documentation of a plan for transition and health issues 	<ul style="list-style-type: none"> Effective coordination with parent/guardian and HCP regarding health and transitions Consistent documentation of a plan for transition and health issues 	Meets Proficient AND: <ul style="list-style-type: none"> Organization with school staff regarding planning and educating student for transition Comprehensive plan in place regarding transition
Bridges Nursing and Curriculum		<ul style="list-style-type: none"> Demonstrates minimal knowledge of the relationship between health and academic achievement Rarely creates a Health Office climate where there is support for classroom attendance and minimized time out of class 	<ul style="list-style-type: none"> Demonstrates some knowledge of the relationship between health and academic achievement Sometimes creates a Health Office climate where there is support for classroom attendance and minimized time out of class 	<ul style="list-style-type: none"> Demonstrates solid knowledge of the relationship between health and academic achievement Creates a Health Office climate where there is support for classroom attendance and minimized time out of class 	Meets Proficient AND: <ul style="list-style-type: none"> Provides training to team members and staff on the relationship of health issues and the impact on academic achievement
Communicable Disease Management		<ul style="list-style-type: none"> Rarely enforces school immunization law (MN Statute) Rarely follows MN State rules for reporting communicable diseases Rarely promotes prevention and control of communicable disease Rarely enforces school guidelines for communicable diseases Rarely educates students and school staff about immunizations and preventable communicable diseases Reports are inaccurate 	<ul style="list-style-type: none"> Sometimes enforces school immunization law (MN Statute) Sometimes follows MN State rules for reporting communicable diseases Sometimes promotes prevention and control of communicable disease Sometimes enforces school guidelines for communicable diseases Sometimes educates students and school staff about immunizations and preventable communicable diseases Disease reports are accurate but not timely 	<ul style="list-style-type: none"> Consistently enforces school immunization law (MN Statute) Consistently follows MN State rules for reporting communicable diseases Regularly promotes prevention and control of communicable disease Consistently enforces school guidelines for communicable diseases Ongoing education of students and school staff about immunizations and preventable communicable diseases Disease reports are accurate and timely 	Meets Proficient AND: <ul style="list-style-type: none"> Works with public health department to address communicable disease management in schools Problem solves issues related to the implementation and enforcement of school immunization law
Engaging Students		<ul style="list-style-type: none"> Little or no expectations that students are involved in their health care Uses a minimal variety of strategies to engage students and promote health care Rarely demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student's level of engagement; intentionality of interactions to improve student engagement is minimal Seldom takes overt action to re-engage students and/or increase student engagement during interactions Demonstrate poor listening skills when engaging students 	<ul style="list-style-type: none"> Some expectations that students are involved in their health care Uses some variety of strategies to engage students and promote health care Sometimes demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student's level of engagement Sometimes takes overt action to re-engage students and/or increase student engagement during interactions Demonstrate some effective listening skills when engaging students 	<ul style="list-style-type: none"> Ongoing expectations that students are involved in their health care Uses an ample variety of strategies to engage students and promote health care Consistently demonstrates a pattern of flexibility in the use of materials and strategies that reflects the student's level of engagement; intentionality of interactions to improve student engagement is present Routinely takes overt action to re-engage students and/or increase student engagement during interactions Demonstrates fully effective listening skills when engaging student's 	Meets proficient AND: <ul style="list-style-type: none"> Maximally engages all students with whom they interact
Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices while providing health care Rarely accounts for students' cultural differences during health office visits; rarely embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices while providing health care Sometimes accounts for students' cultural differences during health office visits; sometimes embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices while providing health care Regularly accounts for students' cultural differences during health office visits; consistently embeds cultural characteristics of students within service delivery 	Meets Proficient AND: <ul style="list-style-type: none"> Show exceptional creativity and flexibility in providing effective health care Provides student choices based on each student's individual experiences during service delivery when appropriate

Elements of School Nursing Practice

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Nursing Services Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves during interactions with LSN Rarely provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all students regardless of cultural background but not consistently or successfully Students are sometimes able to show up as their authentic selves during interactions with LSN Sometimes provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all students, and attempts to adapt practices to make services accessible for all Students are able to show up as their authentic selves during interactions with LSN Consistently provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Displays continuing search for best practice pertaining to diverse groups
Relationships Between LSN and Students		<ul style="list-style-type: none"> Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for LSN 	<ul style="list-style-type: none"> LSN-student interactions are generally appropriate Students exhibit only minimal respect for LSN 	<ul style="list-style-type: none"> LSN-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and LSN seeks input/advice on what are appropriate cultural norms for students outside of the LSNs' culture Students exhibit respect for LSN 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Recognizes student contributions to the school community Creates an environment where students build relationships with the LSN not just the LSN building relationships with students
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities related to school nursing services Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities related to school nursing services Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities related to school nursing services Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school
Communication Skills		<ul style="list-style-type: none"> Communicates ineffectively with team members, families, and/or administration to coordinate services Communicates ineffectively and/or not appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Minimally communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates somewhat effectively with team members, families, and/or administration to coordinate services Sometimes communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Sometimes communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates effectively through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate services Consistently communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in modeling effective communication strategies to team members, families, and community partners in all work settings
Time Management		<ul style="list-style-type: none"> Schedule of medications and treatments with specific times are rarely identified Rarely identifies, prioritizes, and re-prioritizes student health needs and manages time accordingly related to the needs Minimally able to manage Health Office flow in a timely manner, which includes developing IHP/ECP, planning care for students with disabilities, immunizations, and special education 	<ul style="list-style-type: none"> Schedule of medications and treatments with specific times are sometimes identified Sometimes identifies, prioritizes, and re-prioritizes student health needs and manages time accordingly related to the needs Sometimes able to manage Health Office flow in a timely manner, which includes developing IHP/ECP, planning care for students with disabilities, immunizations, and special education 	<ul style="list-style-type: none"> Schedule of medications and treatments with specific times are consistently identified Consistently identifies, prioritizes, and re-prioritizes student health needs and manages time accordingly related to the needs Consistently able to manage Health Office flow in a timely manner, which includes developing IHP/ECP, planning care for students with disabilities, immunizations, and special education 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Works with school staff and UAP to optimize Health Office to minimize time out of class for students

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	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Health Office Organization		<ul style="list-style-type: none"> Health Office is cluttered and disorganized; resources and records are rarely readily available 	<ul style="list-style-type: none"> Health Office is clean and other health and school staff are able to locate necessary items in a timely manner 	<ul style="list-style-type: none"> Health Office is clean and well organized with medications, supplies, equipment, and health plans prepared, labeled, accessible, and secure 	Meets Proficient AND: <ul style="list-style-type: none"> Health Office limitations are recognized and contingency plans are developed and implemented Health Office is used as an example for other health staff to model
Medication Management		<ul style="list-style-type: none"> Medication management is rarely safe, effective, and/or systematic (e.g. medications are rarely stored securely) Delegation documentation is rarely complete or does not follow procedures Medication errors are frequent and/or rarely reported Medication management inconsistently follows the Saint Paul Board of Education Medications/Medical Procedures Medication documentation is inconsistent and/or health staff have not signed all documentation 	<ul style="list-style-type: none"> Medication management is sometimes safe, effective, and systematic Delegation documentation is sometimes complete Medication errors are reported 	<ul style="list-style-type: none"> Medication management is consistently safe, effective, and systematic Delegation documentation is consistently complete Medication errors are reported and documented Medication management consistently follows the Saint Paul Board of Education Medications/Medical Procedures Medication documentation is consistent and health staff have signed all documentation 	Meets Proficient AND: <ul style="list-style-type: none"> Contributes to development of systems to evaluate, monitor, prevent, and correct medication errors Contributes to development of systems to improve medication management in schools
Technology		<ul style="list-style-type: none"> Rarely uses technology (EdPlan & Campus) to document health care Ineffectively uses a range of technologies in providing for student health Rarely teaches students to use technology to manage their health needs 	<ul style="list-style-type: none"> Sometimes uses technology (EdPlan & Campus) to document health care Sometimes teaches students to use technology to manage their health needs 	<ul style="list-style-type: none"> Consistently uses technology (EdPlan & Campus) to document health care Effectively uses a range of technologies in providing for student health Effectively teaches students to use technology to manage their health needs 	Meets Proficient AND: <ul style="list-style-type: none"> Educates other health staff on new health technology and assists in developing skill validation for new health technology
Coordination of Care & Site Health Plan		<ul style="list-style-type: none"> Student Health and Wellness Site Health Plan is incomplete and/or not shared with building administrator Substitute health staff are rarely able to access daily management of Health Office in Student Health and Wellness Site Health Plan Rarely establishes partnerships with family, HCP, and community Rarely keeps building administrator informed of students with complex health needs and/or health trends at school site 	<ul style="list-style-type: none"> Substitute health staff are sometimes able to access daily management of Health Office in Student Health and Wellness Site Health Plan Sometimes establishes partnerships with family, HCP, and community Sometimes keeps building administrator informed of students with complex health needs and/or health trends at school site 	<ul style="list-style-type: none"> Student Health and Wellness Site Health Plan is developed and shared with building administrator Substitute health staff are regularly able to access daily management of Health Office in Student Health and Wellness Site Health Plan Consistently establishes partnerships with family, HCP, and community Regularly keeps building administrator informed of students with complex health needs and/or health trends at school site 	Meets Proficient AND: <ul style="list-style-type: none"> Student Health and Wellness Site Health Plan is developed and updated on a regular basis and shared with appropriate school staff Identifies barriers to coordination of care; develops and implements strategies to eliminate barriers
Health Teaching and Promotion of Student Self-Care		<ul style="list-style-type: none"> Rarely uses the tools of chronic disease model to manage health conditions for students Rarely identifies or uses components of care in management of chronic health conditions 	<ul style="list-style-type: none"> Sometimes uses the tools of chronic disease model to manage health conditions for students Sometimes identifies or uses components of care in management of chronic health conditions 	<ul style="list-style-type: none"> Regularly uses the tools of chronic disease model to manage health conditions for students; uses referrals to HCP and student assistance team/case manager to optimize health/education outcomes Uses components of care in management 	Meets Proficient AND: <ul style="list-style-type: none"> Creates partnerships with public health communities, HCP, and other external resources to promote chronic disease management in the school setting Contributes to revisions of components of

		<ul style="list-style-type: none"> • Rarely involves students in health planning and self-care • Rarely provides school staff training for health issues • Rarely seeks out or identifies school and community resources 	<ul style="list-style-type: none"> • Sometimes involves students in health planning and self-care • Sometimes provides school staff training for health issues • Sometimes seeks out or identifies school and community resources 	<ul style="list-style-type: none"> • of chronic health conditions on a consistent basis • Regularly involves students in health planning and self-care • Provides school staff training for health issues on an on-going basis • Regularly seeks out or identifies school and community resources 	care and chronic disease management
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Elements of School Nursing Practice

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Data Privacy		<ul style="list-style-type: none"> Consents are rarely obtained and/or scanned into electronic student health record Shares private health data with individuals/organizations without appropriate authority Does not understand and/or follow regulations 	<ul style="list-style-type: none"> Consents are sometimes obtained and/or scanned into electronic student health record Begins to understand why information to school staff is on a need to know basis, with student and family involvement. Basic understanding of the difference between Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996, (HIPPA) 	<ul style="list-style-type: none"> Consents are consistently obtained and/or scanned into electronic student health record Provides information to school staff on a need to know basis, with student and family involvement Understands regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Works with families, school staff, and community to develop a system that consistently protect student health data Educates school staff regarding data privacy Serves as content expert for school staff and community
Student Assistance Team (if applicable to assignment)		<ul style="list-style-type: none"> Sometimes participates as an active member of the Student Assistance Team Rarely contributes to, analyzes, and presents data to the Student Assistance Team and/or administration Rarely is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> Regularly participates as an active member of the Student Assistance Team Sometimes contributes to, analyzes, and presents data to the Student Assistance Team and/or administration Sometimes is a resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<ul style="list-style-type: none"> Regularly participates as an active member of the Student Assistance Team and takes a leadership role Regularly contributes to, analyzes, and presents data to the Student Assistance Team and administration Is a consistent resource for staff to refer students to and/or serve the needs of students identified by the Student Assistance Team 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Is a resource to other school nurses about the Student Assistance Team process
Crisis Response (if applicable to assignment)		<ul style="list-style-type: none"> LSN is not part of the school's crisis response team Limited to no knowledge of the school's crisis response plans 	<ul style="list-style-type: none"> LSN is part of the school's crisis response team with a limited role Some knowledge of the school's crisis response plans 	<ul style="list-style-type: none"> LSN is part of the school's crisis response team and has an active role in developing crisis response plans Full working knowledge of the school's crisis response plans 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> LSN is a leader on the school's crisis response team LSN is a participant on the SPPS district crisis team

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and collaborative across disciplines Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess service effectiveness and make modifications in services 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other LSN leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience

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Feedback		<ul style="list-style-type: none"> • Ignores or minimizes feedback from colleagues, administrators, and students • Resistant to changes in professional practices 	<ul style="list-style-type: none"> • Open to feedback from colleagues, administrators, and students • Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> • Seeks and accepts feedback from colleagues, administrators, and students • Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> • Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> • Does not or minimally attends professional development activities • Minimally plans for professional growth • Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> • Attends relevant professional development activities • Occasionally plans for professional growth • Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> • Regularly participates in relevant professional development activities and implements changes to instructional practices as a result • Regularly plans for professional growth • Routinely enriches professional practices to meet the needs of all students 	Meets Proficient AND: <ul style="list-style-type: none"> • Leads professional development opportunities for colleagues • Initiates important activities to contribute to the profession • Models, coaches, and mentors colleagues and/or nursing students in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> • Families rarely receive information about students' progress and/or development • Difficult for families to contact or does not respond when contacted • Reports mostly on student challenges not on successes 	<ul style="list-style-type: none"> • Families sometimes receive information about students' progress or development • Information is available to families but ways of being contacted are not communicated through multiple methods • Reports on student successes and challenges 	<ul style="list-style-type: none"> • Families routinely receive information about students' progress or development so they know when to expect it • Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs • Reports on student successes and challenges and collaborates on next steps • Utilizes school/district resources to communicate in home language 	Meets Proficient AND: <ul style="list-style-type: none"> • Consistently provides resources for families to support their students' success at home
Service to School/District		<ul style="list-style-type: none"> • Does not support the school mission/vision • Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders • Non-compliant with school, program, and/or SPPS policies and procedures • Inconsistently involved in required school/program events 	<ul style="list-style-type: none"> • Understands and supports the school mission/vision • Understands and supports the district's strategic plan, mission, and vision • Complies with school, program, and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> • Makes decisions that support and reflect the school mission/vision • Makes decisions that support and reflect the district's strategic plan, mission, and vision • Complies with school, program and/or SPPS policies and procedures and models high standards of professional and ethical conduct • Involved in required school/program events 	Meets Proficient AND: <ul style="list-style-type: none"> • Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed • Volunteers to participate in school/district events and makes a substantial contribution • Takes initiative in assuming a leadership role in school, program and/or district events
LSN Standards		<ul style="list-style-type: none"> • Displays minimal professional judgment regarding confidentiality • Inconsistently follows standards of practice related to the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPPA) 	<ul style="list-style-type: none"> • Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> • Displays professional judgment regarding confidentiality in all 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 (HIPPA) 	Meets Proficient AND: <ul style="list-style-type: none"> • Promotes standards of ethical practice when working with colleagues and staff • Interrupts confidentiality breaches when necessary
Third Party Billing		<ul style="list-style-type: none"> • Third party reimbursement documentation is incomplete or inaccurate 	<ul style="list-style-type: none"> • Third party reimbursement documentation is complete and mostly timely (as directed); reminders might be needed to competed billing records in a timely manner 	<ul style="list-style-type: none"> • Third party reimbursement documentation is complete, accurate, and timely (as directed) 	Meets Proficient AND: <ul style="list-style-type: none"> • Takes a leadership role in mentoring/coaching colleagues in third party billing
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> • One or more components of TD&E are missing or incomplete • TD&E component deadlines are missed 		<ul style="list-style-type: none"> • All components are complete • Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> • Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: