

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.				
THE SCHOOL NURSE: <input type="radio"/> Recognizes and considers legal requirements, federal/state law, local policies and procedures relevant to school nursing services.	...and THE SCHOOL NURSE: <input type="radio"/> Implements nursing services aligned with legal requirements, federal/state law, local policies and procedures.	...and THE SCHOOL NURSE: <input type="radio"/> Meets with fidelity all legal requirements, state/district policies, and academic standards relevant to school nursing services.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Recognize that school health services are guided by legal requirements, federal/state law, local policies and procedures.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Are able to articulate how school health services support their unique needs and educational rights.
Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
THE SCHOOL NURSE: <input type="radio"/> Identifies and prioritizes physical and emotional health factors that impact learning.	...and THE SCHOOL NURSE: <input type="radio"/> Creates plans or strategies to optimize student health outcomes and/or support student learning. <input type="radio"/> Implements plans and/or strategies to optimize student health outcomes and support student learning.	...and THE SCHOOL NURSE: <input type="radio"/> Evaluates the effectiveness of plans and/or strategies and adjusts plan of action to improve readiness to learn.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Implement the health plans and/or strategies in support of student's needs.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Are able to better access instructional time.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
THE SCHOOL NURSE: <input type="radio"/> Is aware of evidence-based practices and clinical guidelines related to school nursing services.	...and THE SCHOOL NURSE: <input type="radio"/> Seeks professional resources when faced with new clinical situations. <input type="radio"/> Articulates an understanding of evidence-based practices and clinical guidelines related to school nursing services.	...and THE SCHOOL NURSE: <input type="radio"/> Integrates evidence-based practices and clinical guidelines into school nursing services.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an awareness of resources and available school health services that meet student health needs.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Access and utilize resources and available school health services that meet student health needs.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard I Summary: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.						
b. Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.						
c. Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.						

Total Points for Standard I

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes the importance of a school environment in which students feel safe, connected, and experience a caring relationship. <input type="radio"/> Recognizes the importance of establishing behavioral expectations for all students. <input type="radio"/> Models empathy and respect among students and significant adults. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Identifies potential threats to student, school, and community safety. <input type="radio"/> Identifies strategies to promote a safe and healthy school environment. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Structures health services to maximize access to instructional time. <input type="radio"/> Implements strategies to promote a safe and healthy school environment. <input type="radio"/> Promotes sustainable environmental health policies, including access to healthy foods and physical activity. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Develop an awareness of effective strategies that address behavioral needs and challenges. <p>... and STUDENTS:</p> <ul style="list-style-type: none"> <input type="radio"/> Perceive the school climate as positive, safe, and caring. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Consult with the School Nurse to maintain a safe and accessible environment for students in all settings.

Element B: Special Services Providers understand and respond to diversity within the home, school, and community.

<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Understands how student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Considers student and family backgrounds, cultures, and experiences in planning school health services. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Actively engage in activities that promote and enhance awareness of diversity in their school and community. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.
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* Meets State Standard
 Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Recognizes students are unique individuals with diverse needs, interests, and abilities. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Identifies the diverse needs, interests, and abilities of each student, and involves students in the planning of their health care. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Individualizes school health services to support the diverse needs, interests, and abilities of each student. ○ Serves as a resource in responding to unique health needs of the student. 	<p>...and STUDENTS:</p> <ul style="list-style-type: none"> ○ Experience health services that incorporates their unique backgrounds, interests, strengths, and needs. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> ○ Consult with the School Nurse to adapt health services to meet the diverse needs of the student.
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Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Acknowledges the interconnectedness of home, school, and community with student achievement. ○ Recognizes the importance of effective communication in support of collaboration. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Invites the contribution of students and significant adults to achieve optimal student outcomes. ○ Engages in teamwork in a collaborative, respectful, and professional manner. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> ○ Serves as a school health liaison between family, school, and community. ○ Consults with community partners to support student health needs and management of chronic conditions. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> ○ Seek the School Nurse as a resource to support student health and wellness needs. 	<p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> ○ Engage in activities that support individual, school, and community health and wellness.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard II Summary: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.						
b. Special Services Providers understand and respond to diversity within the home, school, and community.						
c. Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.						
d. Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.						

Total Points for Standard II

B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.				
<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Recognizes how growth and development affects learning. <input type="radio"/> Demonstrates an awareness of available resources and activities that support student health needs. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates developmentally appropriate student health interventions based on intellectual, physical, social, and emotional needs. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Delivers developmentally appropriate student health services. <input type="radio"/> Collaborates with colleagues to support services that address student needs in educational environments. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Are aware of identified health supports that address the student's unique needs. 	<p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Utilize the identified health supports in their school environment to meet their unique needs.
Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.				
<p>THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Identifies a variety of valid health assessment tools relevant to student health needs. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Utilizes a variety of valid health assessments to inform student health intervention(s). <input type="radio"/> Interprets assessment findings and develops student health intervention plan. 	<p>...and THE SCHOOL NURSE:</p> <ul style="list-style-type: none"> <input type="radio"/> Communicates assessment findings with student, family, and school team members. <input type="radio"/> Applies clinical reasoning skills to develop student health intervention(s). <input type="radio"/> Collects data that informs services to meet student and school health needs. 	<p>...and SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Recognize how the health assessment data relates to student achievement. <p>...and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <ul style="list-style-type: none"> <input type="radio"/> Contribute to ongoing monitoring and data collection as it relates to their health care. 	<p>...and ADMINISTRATORS:</p> <ul style="list-style-type: none"> <input type="radio"/> Demonstrate an awareness of how school health data can be used to inform systems level decisions.
<p>* Meets State Standard</p> <p><input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation</p> <p><input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation</p>				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE SCHOOL NURSE: <input type="radio"/> Identifies a variety of technologies available for delivery of health services in schools.	...and THE SCHOOL NURSE: <input type="radio"/> Utilizes appropriate available technologies to support delivery of health services.	...and THE SCHOOL NURSE: <input type="radio"/> Trains and delegates school staff on the use of health-related technology to support student health. <input type="radio"/> Participates in ongoing education that reflects current school health technologies.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate an awareness of available school health technologies to enhance student learning.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Utilize available technology effectively to manage student's health needs. <input type="radio"/> Consult the School Nurse to maintain successful implementation of the health technology.
Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.				
THE SCHOOL NURSE: <input type="radio"/> Recognizes and articulates the importance of student's skills in critical-thinking, problem-solving, and self-advocacy related to health.	...and THE SCHOOL NURSE: <input type="radio"/> Identifies opportunities for students to practice self-advocacy and/or problem-solving skills related to health.	...and THE SCHOOL NURSE: <input type="radio"/> Provides opportunities for students to practice self-advocacy and/or problem-solving skills related to health.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Apply problem-solving skills to support healthy choices.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Advocate for self in working with the School Nurse to set individual goals.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
THE SCHOOL NURSE: <input type="radio"/> Collects information related to student health needs. <input type="radio"/> Identifies and prioritizes student health needs. <input type="radio"/> Responds appropriately to physical and mental health emergencies.	...and THE SCHOOL NURSE: <input type="radio"/> Contributes to the development of plans (e.g., 504, IEP) to support student access to learning. <input type="radio"/> Develops effective healthcare plans that support student needs. <input type="radio"/> Trains, delegates, and supervises school staff to provide health services to students.	...and THE SCHOOL NURSE: <input type="radio"/> Executes an integrated plan of care and engages significant adults in its implementation. <input type="radio"/> Provides ongoing evaluation of student healthcare plans and modifies the plans as needed.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Participate in the development, implementation, and evaluation of the student healthcare plan.	...and STUDENTS AND/OR SIGNIFICANT ADULTS: <input type="radio"/> Recognize school health services support optimal student health and academic success.
Element F: Special Services Providers model and promote effective communication.				
THE SCHOOL NURSE:: <input type="radio"/> Recognizes the importance of applying effective communication skills. <input type="radio"/> Considers communication preferences when working with others. <input type="radio"/> Conveys accurate health information to students and significant adults.	...and THE SCHOOL NURSE: <input type="radio"/> Adapts communication based on audience (e.g., student, parent, colleague).	...and THE SCHOOL NURSE: <input type="radio"/> Invites interaction and feedback to validate student understanding. <input type="radio"/> Tailors communications to be developmentally and culturally relevant.	...and STUDENTS AND/OR SIGNIFICANT ADULT(S): <input type="radio"/> Demonstrate effective, developmentally appropriate communication related to student health needs	...and STUDENTS: <input type="radio"/> Apply feedback from the School Nurse to enhance student health and wellness.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard III Summary: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Artifact Titles	Description						Element Ratings (points per rating)						B (0)	PP (1)	P (2)	A (3)	E (4)	Pts	
Total Points for Standard III																			
B (0-4)		PP (5-10)		P (11-16)		A (17-21)		E (22-24)		Standard III Rating									
Evaluator Comments:																			
Comments of the person being evaluated:																			

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.				
THE SCHOOL NURSE: <input type="radio"/> Recognizes the importance of professional conduct within the educational environment. <input type="radio"/> Is familiar with National Association of School Nurses (NASN) Code of Ethics. <input type="radio"/> Maintains confidentiality of student and staff health information (HIPAA, FERPA).	...and THE SCHOOL NURSE: <input type="radio"/> Demonstrates professional conduct with students and significant adults. <input type="radio"/> References the NASN Code of Ethics.	...and THE SCHOOL NURSE: <input type="radio"/> Upholds high standards of professional conduct with students and significant adults. <input type="radio"/> Upholds ethical standards of practice as defined by the NASN Code of Ethics and applicable state laws and regulations.	...and THE SCHOOL NURSE: <input type="radio"/> Models high expectations related to professional conduct for significant adults. <input type="radio"/> Models high expectations for ethical behavior for staff and students.	...and THE SCHOOL NURSE: <input type="radio"/> Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected, and/or legal channels.
Element B: Special Services Providers link professional growth to their professional goals.				
THE SCHOOL NURSE: <input type="radio"/> Develops professional goals. <input type="radio"/> Completes required professional development according to state and/or district/BOCES policies. <input type="radio"/> Seeks feedback from supervisor and/or colleagues to improve practice.	...and THE SCHOOL NURSE: <input type="radio"/> Uses feedback from supervisor and/or colleagues to improve practice. <input type="radio"/> Selects and participates in professional development to improve professional practice.	...and THE SCHOOL NURSE: <input type="radio"/> Reflects on professional development and applies new knowledge and skills to the School Nurse practice. <input type="radio"/> Maintains clinical and professional skills through formal and informal learning experiences.	...and THE SCHOOL NURSE: <input type="radio"/> Develops and follows a long-term professional development plan. <input type="radio"/> Participates in professional learning opportunities consistent with the professional growth plan.	...and THE SCHOOL NURSE: <input type="radio"/> Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.				
Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
Element C: Special Services Providers respond to a complex, dynamic environment.				
THE SCHOOL NURSE: <input type="radio"/> Recognizes the environment may impact student learning.	...and THE SCHOOL NURSE: <input type="radio"/> Understands the complexity of factors influencing school health. <input type="radio"/> Demonstrates clinical skills necessary to address emergency situations.	...and THE SCHOOL NURSE: <input type="radio"/> Participates in development and regular updating of procedures to support school health and safety practices.	...and THE SCHOOL NURSE: <input type="radio"/> Serves as a consultant for colleagues, providing and receiving feedback on professional performance in the complexity of the school context.	...and THE SCHOOL NURSE: <input type="radio"/> Anticipates needed changes to the school health program based on awareness of internal or external influences.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.				
THE SCHOOL NURSE: <input type="radio"/> Participates in staff meetings and special committees when asked. <input type="radio"/> Recognizes opportunities to develop leadership skills.	...and THE SCHOOL NURSE: <input type="radio"/> Supports school, district and/or community goals and initiatives. <input type="radio"/> Contributes professional expertise to teams that advocate for student outcomes. <input type="radio"/> Takes advantage of opportunities to develop leadership skills.	...and THE SCHOOL NURSE: <input type="radio"/> Advocates for revisions to policies and/or procedures to better address student health and wellness needs. <input type="radio"/> Collaborates with the external health care community to meet the needs of students.	...and THE SCHOOL NURSE: <input type="radio"/> Serves as a mentor/coach for School Nurse peers. <input type="radio"/> Participates in professional activities, committees, and/or teams. <input type="radio"/> Actively leads efforts to improve health and wellness for students in school and/or community settings.	...and THE SCHOOL NURSE: <input type="radio"/> Assumes additional duties and/or leadership roles that elevates the School Nurse profession. <input type="radio"/> Advocates for student safety, health, and wellness in administrative decision-making.
* Meets State Standard <input type="radio"/> Professional Practice is OBSERVABLE during a classroom observation <input type="checkbox"/> Professional Practice is NOT OBSERVABLE during a classroom observation				

2019-2020

Standard IV Summary: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Artifact Titles	Description							
		Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Special Services Providers demonstrate high standards for ethical and professional conduct.								
b. Special Services Providers link professional growth to their professional goals.								
c. Special Services Providers respond to a complex, dynamic environment.								
d. Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.								
Total Points for Standard IV								
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)				Standard IV Rating
Evaluator Comments:								
Comments of the person being evaluated:								

2019-2020

Standard V: Nurses build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element A: Nurses demonstrate compassion, empathy, and graciousness in their schools.

<p>There is some evidence that the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to the needs of others. <input type="checkbox"/> Is kind, patient, and positive when interacting with others within the school environment. <input type="checkbox"/> Participates in developing positive solutions to repair, restore, and maintain relationships 	<p>The Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the needs of others. <input type="checkbox"/> Is working towards effective relationships with others in the school environment. <input type="checkbox"/> Is developing capacity to restore relational issues efficiently so that damage is minimized. 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves consistently when the needs of others are apparent. <input type="checkbox"/> Protects and supports the dignity of others as relational issues arise. <input type="checkbox"/> Solves relational issues quickly and efficiently by demonstrating compassion, empathy and graciousness to others. 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment to become more compassionate, empathetic, and gracious. <input type="checkbox"/> Designs programs and/or activities that fosters compassion, empathy, and graciousness within the school environment. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students consistently reflect the nurse’s commitment to compassion, empathy, and graciousness within the classroom. <input type="checkbox"/> Colleagues consistently recognize the nurse as a key leader in developing compassion, empathy, and graciousness within the school.
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Element B: Nurses demonstrate professionalism inside and outside of the school environment.

<p>There is some evidence that the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses good judgment when interacting with others. <input type="checkbox"/> Fulfills assigned tasks and responsibilities with fidelity. <input type="checkbox"/> Conducts professional practices and interactions with others with integrity. 	<p>The Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to fulfill all assigned tasks and responsibilities. <input type="checkbox"/> Is working toward utilizing good judgement when making decisions or interacting with others. <input type="checkbox"/> Is developing capacity to conduct themselves with integrity 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fulfills all assigned tasks and responsibilities efficiently. <input type="checkbox"/> Uses good judgment when making decisions or interacting with others. <input type="checkbox"/> Works collaboratively with others to resolve conflict and to restore relationships. <input type="checkbox"/> Is an individual with utmost integrity demonstrating honesty, kindness, and principled leadership daily. 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by modeling professionalism and supporting colleagues to become more professional. <input type="checkbox"/> Designs programs and/or activities that fosters professionalism inside and outside of school. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The nurse mentors others to become more professional. <input type="checkbox"/> Students reflect the professionalism of their nurse by being responsible, kind, positive and acting with integrity.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 □ Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V: Nurses build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Level 1 Practices	Level 2 Practices	Level 3 Practices *	Level 4 Practices	Level 5 Practices
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Element C: Nurses build community by engaging all stakeholders to create shared ownership and responsibility.

<p>There is some evidence that the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively with students, parents, or colleagues. <input type="checkbox"/> Has engaged stakeholders to create ownership and responsibility for student learning and growth. <input type="checkbox"/> Works productively with others to develop cohesiveness and a team approach to increasing student learning. 	<p>The Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to communicate with all stakeholders. <input type="checkbox"/> Is developing systems to increase community among stakeholders. <input type="checkbox"/> Is developing capacity to work collaboratively and not in isolation regarding increasing student learning. 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with all stakeholders efficiently and effectively. <input type="checkbox"/> Uses the feedback acquired from stakeholders to adjust/modify instruction. <input type="checkbox"/> Builds community by working well with others and refrains from solving issues in isolation. 	<p>...and the Nurse:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads others within the school environment by designing systems that build community by engaging all stakeholders to create ownership and responsibility. 	<p>...and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate community within the classroom by sharing ownership and responsibility for their learning <input type="checkbox"/> Stakeholders consistently recognize the nurse for building deep, meaningful relationships and for building a community that shares ownership and responsibility for student learning and growth.
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* Meets State Standard
 ○ Professional Practice is OBSERVABLE during a classroom observation
 Professional Practice is NOT OBSERVABLE during a classroom observation

2019-2020

Standard V Summary: Nurses build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.

Artifact Titles	Description

Element Ratings (points per rating)	B (0)	PP (1)	P (2)	A (3)	E (4)	Pts
a. Nurses demonstrate compassion, empathy, and graciousness in their schools.						
b. Nurses demonstrate professionalism inside and outside of the school environment.						
c. Nurses build community by engaging all stakeholders to create shared ownership and responsibility.						

Total Points for Standard V

B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating

Evaluator Comments:

Comments of the person being evaluated:

2019-2020

Overall Professional Practices Rating Summary

Standard I: Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard I Rating (10%)	Wtd Pts

Standard II: Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard II Rating (10%)	Wtd Pts

Standard III: Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.						
B (0-4)	PP (5-10)	P (11-16)	A (17-21)	E (22-24)	Standard III Rating (10%)	Wtd Pts

Standard IV: Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.						
B (0-2)	PP (3-6)	P (7-10)	A (11-14)	E (15-16)	Standard IV Rating (10%)	Wtd Pts

Standard V: Nurses build and maintain positive relationships with colleagues, students, and parents to create a safe, caring, supportive and collaborative environment.						
B (0-1)	PP (2-4)	P (5-7)	A (8-10)	E (11-12)	Standard V Rating (60%)	Wtd Pts

OVERALL PROFESSIONAL PRACTICES RATING						
B (0-3)	PP (4-7)	P (8-12)	A (13-17)	E (18-20)	Overall Professional Practices	Wtd Pts

End of Report