

Rubric for Evaluating Colorado Special Services Providers: School Nurses

QUALITY 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 (Meets State Standard)	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.				
<p>THE SCHOOL NURSE:</p> <p>1 Recognizes and considers legal requirements, federal/state law, local policies and procedures relevant to school nursing services.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Implements nursing services aligned with legal requirements, federal/state law, local policies and procedures.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Meets with fidelity all legal requirements, state/district policies, and academic standards relevant to school nursing services.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Recognize that school health services are guided by legal requirements, federal/state law, local policies and procedures.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Are able to articulate how school health services support their unique needs and educational rights.</p>
ELEMENT B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p>THE SCHOOL NURSE:</p> <p>1 Identifies and prioritizes physical and emotional health factors that impact learning.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Creates plans or strategies to optimize student health outcomes and/or support student learning.</p> <p>3 Implements plans and/or strategies to optimize student health outcomes and support student learning.</p>	<p>... and THE SCHOOL NURSE:</p> <p>4 Evaluates the effectiveness of plans and/or strategies and adjusts plan of action to improve readiness to learn.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>5 Implement the health plans and/or strategies in support of student’s needs.</p>	<p>... and STUDENTS:</p> <p>6 Are able to better access instructional time.</p>

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ELEMENT C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.				
THE SCHOOL NURSE: 1 Is aware of evidence-based practices and clinical guidelines related to school nursing services.	... and THE SCHOOL NURSE: 2 Seeks professional resources when faced with new clinical situations. 3 Articulates an understanding of evidence-based practices and clinical guidelines related to school nursing services.	... and THE SCHOOL NURSE: 4 Integrates evidence-based practices and clinical guidelines into school nursing services.	... and STUDENTS AND/OR SIGNIFICANT ADULT(S): 5 Demonstrate an awareness of resources and available school health services that meet student health needs.	... and STUDENTS AND/OR SIGNIFICANT ADULT(S): 6 Access and utilize resources and available school health services that meet student health needs.

QUALITY 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 (Meets State Standard)	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.

<p>THE SCHOOL NURSE:</p> <p>1 Recognizes the importance of a school environment in which students feel safe, connected, and experience a caring relationship.</p> <p>2 Recognizes the importance of establishing behavioral expectations for all students.</p> <p>3 Models empathy and respect among students and significant adults.</p>	<p>... and THE SCHOOL NURSE:</p> <p>4 Identifies potential threats to student, school, and community safety.</p> <p>5 Identifies strategies to promote a safe and healthy school environment.</p>	<p>... and THE SCHOOL NURSE:</p> <p>6 Structures health services to maximize access to instructional time.</p> <p>7 Implements strategies to promote a safe and healthy school environment.</p> <p>8 Promotes sustainable environmental health policies, including access to healthy foods and physical activity.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>9 Develop an awareness of effective strategies that address behavioral needs and challenges.</p> <p>... and STUDENTS:</p> <p>10 Perceive the school climate as positive, safe, and caring.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>11 Consult with the School Nurse to maintain a safe and accessible environment for students in all settings.</p>
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ELEMENT B: Special Services Providers understand and respond to diversity within the home, school, and community.

<p>THE SCHOOL NURSE:</p> <p>1 Understands how student and family backgrounds, cultures, and experiences may influence development, behavior, and school performance.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Considers student and family backgrounds, cultures, and experiences in planning school health services.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Demonstrates sensitivity and skills needed to effectively work with and support students, families, and staff from diverse backgrounds and cultures.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Actively engage in activities that promote and enhance awareness of diversity in their school and community.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Demonstrate respect for the backgrounds, cultures, and experiences of others in the school setting.</p>
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QUALITY STANDARD II

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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> <p>1 Recognizes students are unique individuals with diverse needs, interests, and abilities.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Identifies the diverse needs, interests, and abilities of each student, and involves students in the planning of their health care.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Individualizes school health services to support the diverse needs, interests, and abilities of each student.</p> <p>4 Serves as a resource in responding to unique health needs of the student.</p>	<p>... and STUDENTS:</p> <p>5 Experience health services that incorporates their unique backgrounds, interests, strengths, and needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Consult with the School Nurse to adapt health services to meet the diverse needs of the student.</p>
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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> <p>1 Acknowledges the interconnectedness of home, school, and community with student achievement.</p> <p>2 Recognizes the importance of effective communication in support of collaboration.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Invites the contribution of students and significant adults to achieve optimal student outcomes.</p> <p>4 Engages in teamwork in a collaborative, respectful, and professional manner.</p>	<p>... and THE SCHOOL NURSE:</p> <p>5 Serves as a school health liaison between family, school, and community.</p> <p>6 Consults with community partners to support student health needs and management of chronic conditions.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Seek the School Nurse as a resource to support student health and wellness needs.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>8 Engage in activities that support individual, school, and community health and wellness.</p>
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QUALITY 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 (Meets State Standard)	Level 4 Practices	Level 5 Practices
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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> <p>1 Recognizes how growth and development affects learning.</p> <p>2 Demonstrates an awareness of available resources and activities that support student health needs.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Creates developmentally appropriate student health interventions based on intellectual, physical, social, and emotional needs.</p>	<p>... and THE SCHOOL NURSE:</p> <p>4 Delivers developmentally appropriate student health services.</p> <p>5 Collaborates with colleagues to support services that address student needs in educational environments.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Are aware of identified health supports that address the student’s unique needs.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Utilize the identified health supports in their school environment to meet their unique needs.</p>
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ELEMENT B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

<p>THE SCHOOL NURSE:</p> <p>1 Identifies a variety of valid health assessment tools relevant to student health needs.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Utilizes a variety of valid health assessments to inform student health intervention(s).</p> <p>3 Interprets assessment findings and develops student health intervention plan.</p>	<p>... and THE SCHOOL NURSE:</p> <p>4 Communicates assessment findings with student, family, and school team members.</p> <p>5 Applies clinical reasoning skills to develop student health intervention(s).</p> <p>6 Collects data that informs services to meet student and school health needs.</p>	<p>... and SIGNIFICANT ADULT(S):</p> <p>7 Recognize how the health assessment data relates to student achievement.</p> <p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>8 Contribute to ongoing monitoring and data collection as it relates to their health care.</p>	<p>... and ADMINISTRATORS:</p> <p>9 Demonstrate an awareness of how school health data can be used to inform systems level decisions.</p>
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ELEMENT C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL NURSE:</p> <p>1 Identifies a variety of technologies available for delivery of health services in schools.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Utilizes appropriate available technologies to support delivery of health services.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Trains and delegates school staff on the use of health-related technology to support student health.</p> <p>4 Participates in ongoing education that reflects current school health technologies.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Demonstrate an awareness of available school health technologies to enhance student learning.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>6 Utilize available technology effectively to manage student's health needs.</p> <p>7 Consult the School Nurse to maintain successful implementation of the health technology.</p>

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.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>THE SCHOOL NURSE:</p> <p>1 Recognizes and articulates the importance of student's skills in critical-thinking, problem-solving, and self-advocacy related to health.</p>	<p>... and THE SCHOOL NURSE:</p> <p>2 Identifies opportunities for students to practice self-advocacy and/or problem-solving skills related to health.</p>	<p>... and THE SCHOOL NURSE:</p> <p>3 Provides opportunities for students to practice self-advocacy and/or problem-solving skills related to health.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>4 Apply problem-solving skills to support healthy choices.</p>	<p>... and STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>5 Advocate for self in working with the School Nurse to set individual goals.</p>

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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 (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.				
<p>THE SCHOOL NURSE:</p> <p>1 Collects information related to student health needs.</p> <p>2 Identifies and prioritizes student health needs.</p> <p>3 Responds appropriately to physical and mental health emergencies.</p>	<p>... and</p> <p>THE SCHOOL NURSE:</p> <p>4 Contributes to the development of plans (e.g., 504, IEP) to support student access to learning.</p> <p>5 Develops effective healthcare plans that support student needs.</p> <p>6 Trains, delegates, and supervises school staff to provide health services to students.</p>	<p>... and</p> <p>THE SCHOOL NURSE:</p> <p>7 Executes an integrated plan of care and engages significant adults in its implementation.</p> <p>8 Provides ongoing evaluation of student healthcare plans and modifies the plans as needed.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>9 Participate in the development, implementation, and evaluation of the student healthcare plan.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>10 Recognize school health services support optimal student health and academic success.</p>
ELEMENT F: Special Services Providers model and promote effective communication.				
<p>THE SCHOOL NURSE:</p> <p>1 Recognizes the importance of applying effective communication skills.</p> <p>2 Considers communication preferences when working with others.</p> <p>3 Conveys accurate health information to students and significant adults.</p>	<p>... and</p> <p>THE SCHOOL NURSE:</p> <p>4 Adapts communication based on audience (e.g., student, parent, colleague).</p>	<p>... and</p> <p>THE SCHOOL NURSE:</p> <p>5 Invites interaction and feedback to validate student understanding.</p> <p>6 Tailors communications to be developmentally and culturally relevant.</p>	<p>... and</p> <p>STUDENTS AND/OR SIGNIFICANT ADULT(S):</p> <p>7 Demonstrate effective, developmentally appropriate communication related to student health needs.</p>	<p>... and</p> <p>STUDENTS:</p> <p>8 Apply feedback from the School Nurse to enhance student health and wellness.</p>

QUALITY STANDARD IV

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT A: Special Services Providers demonstrate high standards for ethical and professional conduct.

THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:
<p>1 Recognizes the importance of professional conduct within the educational environment.</p> <p>2 Is familiar with National Association of School Nurses (NASN) Code of Ethics.</p> <p>3 Maintains confidentiality of student and staff health information (HIPAA, FERPA).</p>	<p>4 Demonstrates professional conduct with students and significant adults.</p> <p>5 References the NASN Code of Ethics.</p>	<p>6 Upholds high standards of professional conduct with students and significant adults.</p> <p>7 Upholds ethical standards of practice as defined by the NASN Code of Ethics and applicable state laws and regulations.</p>	<p>8 Models high expectations related to professional conduct for significant adults.</p> <p>9 Models high expectations for ethical behavior for staff and students.</p>	<p>10 Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected, and/or legal channels.</p>

ELEMENT B: Special Services Providers link professional growth to their professional goals.

THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:
<p>1 Develops professional goals.</p> <p>2 Completes required professional development according to state and/or district/BOCES policies.</p> <p>3 Seeks feedback from supervisor and/or colleagues to improve practice.</p>	<p>4 Uses feedback from supervisor and/or colleagues to improve practice.</p> <p>5 Selects and participates in professional development to improve professional practice.</p>	<p>6 Reflects on professional development and applies new knowledge and skills to the School Nurse practice.</p> <p>7 Maintains clinical and professional skills through formal and informal learning experiences.</p>	<p>8 Develops and follows a long-term professional development plan.</p> <p>9 Participates in professional learning opportunities consistent with the professional growth plan.</p>	<p>10 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>

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ELEMENT C: Special Services Providers respond to a complex, dynamic environment.

THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:
<p>1 Recognizes the environment may impact student learning.</p>	<p>2 Understands the complexity of factors influencing school health.</p> <p>3 Demonstrates clinical skills necessary to address emergency situations.</p>	<p>4 Participates in development and regular updating of nursing procedures to support school health and safety practices.</p>	<p>5 Serves as a consultant for colleagues, providing and receiving feedback on professional performance in the complexity of the school context.</p>	<p>6 Anticipates needed changes to the school health program based on awareness of internal or external influences.</p>

ELEMENT D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:	... and THE SCHOOL NURSE:
<p>1 Participates in staff meetings and special committees when asked.</p> <p>2 Recognizes opportunities to develop leadership skills.</p>	<p>3 Supports school, district and/or community goals and initiatives.</p> <p>4 Contributes professional expertise to teams that advocate for student outcomes.</p> <p>5 Takes advantage of opportunities to develop leadership skills.</p>	<p>6 Advocates for revisions to policies and/or procedures to better address student health and wellness needs.</p> <p>7 Collaborates with the external health care community to meet the needs of students.</p>	<p>8 Serves as a mentor/coach for School Nurse peers.</p> <p>9 Participates in professional activities, committees, and/or teams.</p> <p>10 Actively leads efforts to improve health and wellness for students in school and/or community settings.</p>	<p>11 Assumes additional duties and/or leadership roles that elevates the School Nurse profession.</p> <p>12 Advocates for student safety, health, and wellness in administrative decision-making.</p>