

2B: Establishing a culture of professional inquiry

| Innovating | Applying | Developing | Not Demonstrating |
|---|---|---|--|
| <p>Specialist makes significant contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community. Demonstrates sensitivity to the developmental, cultural, and socioeconomic needs of the community.</p> | <p>Specialist makes meaningful contributions toward the establishment of a culture for health and wellness. Demonstrates sensitivity to the developmental, cultural, and socioeconomic needs of the school community.</p> | <p>Specialist makes some contributions toward the establishment of a culture for health and wellness. Shows some sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.</p> | <p>Specialist does not contribute to the establishment of a culture for health and wellness. Is not sensitive to the developmental, cultural, and socioeconomic characteristics of the school community.</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |
| <p>Evidence:</p> | | | |

2C: Establishing and maintaining norms of behavior for professional interactions

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|---|---|
| <p>Specialist follows health protocols and procedures and uses effective problem-solving skills in unique situations. Consistently documents, in a complete and clear manner, all nursing care given to student(s) and member(s) of the school community.</p> | <p>Specialist follows health protocols and procedures. Consistently documents all nursing care given to student(s) and member(s) of the school community and these records are usually complete and clear.</p> | <p>Specialist inconsistently follows health protocols and procedures. Usually keeps documentation of all nursing care given to student(s) and member(s) of the school community, but lacks consistency and clarity in record-keeping.</p> | <p>Specialist does not follow health protocol and procedures.</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |
| <p>Evidence:</p> | | | |

2D: Organizing physical space

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|---|---|
| Specialist consistently engages others in the effective promotion of a safe and healthy environment that is guided by the use of research-based strategies and recommendations. | Specialist consistently promotes a safe and healthy environment. | Specialist makes some attempts to promote a safe and healthy environment. | Specialist does not promote a safe and healthy environment. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

Domain 3 Communication

3A: Collaborating with stakeholders in the facilitation process of IEP meetings, developing IEPs and the design of interventions

| Innovating | Applying | Developing | Not Demonstrating |
|---|---|---|---|
| Specialist demonstrates effective oral and written communication skills that result in community-building, enhancement, and trust in school nursing services. | Specialist demonstrates effective oral and written communication skills that result in purposeful and consistently positive outcomes. | Specialist demonstrates adequately developed oral and written communication skills. | Specialist demonstrates ineffective oral and written communications skills. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

3B: Sharing expertise with staff

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|--|---|
| Specialist consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large. | Specialist consistently uses appropriate information gathering techniques. | Specialist uses appropriate information gathering techniques most of the time. | Specialist does not use appropriate information gathering techniques. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

3C: Locating resources for teachers to support instructional improvement

| Innovating | Applying | Developing | Not Demonstrating |
|---|---|--|---|
| Specialist consistently engages and empowers the school community to learn about health and take individual and collective responsibility for promoting wellness. | Specialist engages the school community in health education and wellness promotion on a consistent basis. | Specialist engages the school community in health education and wellness promotion on an inconsistent basis. | Specialist does not engage the school community in health education and wellness promotion. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

3D: Demonstrating flexibility and responsiveness

| Innovating | Applying | Developing | Not Demonstrating |
|--|---|--|---|
| Specialist consistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes. | Specialist consistently and effectively utilizes assessment data and resources to deliver appropriate care. | Specialist inconsistently utilizes assessment data and resources to inform/deliver appropriate care. | Specialist does not utilize assessment data and resources to inform/deliver appropriate care. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

3E: Completing all relevant components of the IEP

| Innovating | Applying | Developing | Not Demonstrating |
|--|--|--|---|
| <p>Specialist consistently seeks input from all stakeholders to guide decision-making. Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p> | <p>Specialist is willing to make some changes to a plan or program when the results suggest that there is need for change and consistently evaluates whether the changes were helpful.</p> | <p>Specialist is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.</p> | <p>Specialist does not demonstrate flexibility and responsiveness to making changes to a plan or program.</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |
| <p>Evidence:</p> | | | |

3F: Communicating with family and staff regarding service, process, and procedures

| Innovating | Applying | Developing | Not Demonstrating |
|--|--|--|---|
| <p>Specialist consistently seeks input from all stakeholders to guide decision-making. Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.</p> | <p>Specialist is willing to make some changes to a plan or program when the results suggest that there is need for change and consistently evaluates whether the changes were helpful.</p> | <p>Specialist is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.</p> | <p>Specialist does not demonstrate flexibility and responsiveness to making changes to a plan or program.</p> |
| <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> | <p>Notes:</p> |
| <p>Evidence:</p> | | | |

**Domain 4
Professionalism**

4A: Reflecting on Professional Practice

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|--|---|
| Specialist consistently demonstrates reflection and incorporates evidence-based strategies to improve practice. | Specialist consistently demonstrates reflection to improve practice. | Specialist inconsistently demonstrates reflection to improve practice. | Specialist does not demonstrate reflection to improve practice. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

4B: Preparing and submitting data and reports

| Innovating | Applying | Developing | Not Demonstrating |
|--|---|---|--|
| Specialist is exceptional at maintaining accurate records and serves as a role model for colleagues. | Specialist consistently maintains accurate records. | Specialist inconsistently maintains accurate records. | Specialist does not maintain accurate records. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

4C: Coordinating work with other case managers

| Innovating | Applying | Developing | Not Demonstrating |
|--|---|---|--|
| Specialist engages others in determining the information that would be of value to the larger school community and provides it in an accessible, effective, and accurate manner. | Specialist provides accessible and accurate information to members of the school community on a consistent basis. | Specialist provides accurate information to members of the school community when necessary. | Specialist provides little or no information to members of the school community. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

4D: Participating in professional community

| Innovating | Applying | Developing | Not Demonstrating |
|--|--|---|---|
| Specialist makes a substantial contribution to the professional community and assumes a leadership role. | Specialist is an active participant among the professional community and actively maintains positive and productive relationships. | Specialist is a participating member of a professional community when requested to do so. | Specialist is not a participating member of a professional community. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

4E: Engaging in professional development

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|---|--|
| Specialist actively pursues and develops professional development opportunities and makes a substantial contribution to the profession. | Specialist participates in both required and self-initiated professional development based upon strengths and needs. | Specialist participates in required professional learning activities. | Specialist does not engage in professional learning. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

4F: Showing professionalism, including integrity and confidentiality

| Innovating | Applying | Developing | Not Demonstrating |
|---|--|--|---|
| Specialist demonstrates the highest ethical standards when interacting with and advocating for members of the school community. | Specialist demonstrates high standards of honesty, integrity, and confidentiality when interacting with members of the school community. | Specialist is appropriate in interactions with members of the school community and protects confidentiality. | Specialist demonstrates inappropriate interactions with members of the school community and violates principles of confidentiality. |
| Notes: | Notes: | Notes: | Notes: |
| Evidence: | | | |

Additional Feedback by Supervisor:

Supervisor's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

*Employee should receive a copy

*Copy should be kept in site file

*Original evaluation to be sent to Employee Services