



**School Nurse Rubric - Essential Element 1
 for Practitioners with Permanent Status**

Essential Element 1	Not Meeting Standards		Approaching			Meeting Standards		
<p>Collect pertinent data & information relative to the student health or situation.</p>	<p>Rarely utilizes the nursing process when assessing needs of student/staff.</p>	<p>Inconsistently synthesizes available data information and knowledge relevant to the situation to identify patterns and variances.</p> <p>Inconsistently identifies actual or potential risk to the student's health and safety or barriers to health.</p>	<p>Regularly uses evidence-based assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and variances.</p>	<p>Regularly synthesizes the results and information leading to clinical understanding in an academic setting.</p>	<p>Regularly uses advanced assessment, knowledge and skills to maintain, enhance, or improve health conditions within the academic setting.</p>			



**School Nurse Rubric - Essential Element 2
 for Practitioners with Permanent Status**

Essential Element 2	Not Meeting Standards	Approaching	Meeting Standards		
<p>Analyze assessment data to determine actual or potential diagnosis, problems and issues.</p>	<p>Rarely identifies actual or potential risk to the student's health and safety or barriers to health, which may include but are not limited to interpersonal, systematic, cultural or environmental circumstances.</p>	<p>Inconsistently interprets the diagnoses or issues to the student, family and appropriate school staff.</p>	<p>Regularly uses assessment data, standardized classification systems, technology and clinical decision support tools to articulate actual or potential diagnoses, problems and issues relevant to the school populations.</p>	<p>Consistently employs aggregate-level data to articulate diagnoses, problems, and issues of student and organizational systems.</p>	<p>Consistently formulates a differential diagnosis based on the assessment, history, physical examination, and diagnostic test results.</p>



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**School Nurse Rubric - Essential Element 3
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Essential Element 3	Not Meeting Standards Approaching		Meeting Standards		
Develop a plan that prescribes strategies to attain expected, measurable outcomes.	Rarely develops a plan that reflects compliance with current statutes, rules and regulations, and standards.	Inconsistently advocates for responsible and appropriate use of interventions.	Regularly develops an individualized, holistic, evidence-based plan in partnership with the student and family with complex conditions and inter-professional team.	Regularly designs strategies and tactics to meet the multifaceted and complex needs of healthcare consumers or others.	Regularly integrates assessment strategies, diagnostic strategies, and therapeutic interventions that reflect current evidence-based knowledge and practice.



**School Nurse Rubric - Essential Element 4
 Practitioners with Permanent Status**

Essential Element 4	Not Meeting Standards Approaching		Meeting Standards		
Implements the identified plan.	Rarely integrates traditional and complementary healthcare practices as appropriate.	Inconsistently integrates critical thinking and technology solutions to implement the nursing process to collect, measure, record, retrieve, trend and analyze data and information to enhance nursing practice and student outcomes.	Regularly facilitates utilization of systems, organizations, and community resources to lead effective change and implement the plan.	Regularly applies quality principles while articulating methods, tools, performance measures, and standards as they relate to implementation of the plan.	Regularly promotes traditional and integrative evidence-based treatments, therapies, and procedures that are compatible with the student and family's cultural preferences and norms.



**School Nurse Rubric - Essential Element 5
 for Practitioners with Permanent Status**

Essential Element 5	Not Meeting Standards	Approaching	Meeting Standards		
<p>Coordinates care delivery and collaborates with colleagues and broader professional community to support School Nurse and student learning.</p>	<p>Rarely incorporates the individualized health needs and/or healthcare plan into the student's educational day and school sponsored activities.</p> <p>Avoids collaborating with colleagues.</p> <p>Is unsure of what resources are available to support own professional growth or student learning.</p>	<p>Inconsistently communicates with the student, family, inter-professional team, and community based resources to effect safe transition in continuity of care.</p> <p>Inconsistently collaborates with colleagues to consider how best to support School Nurse and student learning.</p>	<p>Regularly coordinates inter-professional health care for integrated delivery of student to achieve safe, effective, efficient, timely patient-centered and equitable care.</p> <p>Regularly collaborates with colleagues to improve student learning and reflect on nursing practice outcomes at the classroom level.</p> <p>Accesses resources in the broader professional community to support own professional growth or student learning.</p>	<p>Consistently coordinates educational and healthcare systems and community resources that enhance delivery of care across continuums.</p> <p>Regularly collaborates with colleagues to expand impact School Nurse and student learning and/or outcomes within department, school and district levels.</p> <p>Regularly interacts with members of the broader professional community to access resources and supports for the full spectrum of student health and learning needs.</p>	<p>Regularly synthesizes data and information to provide necessary system and community support measures.</p> <p>Regularly facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on student health and academic success at professional, school and district levels.</p> <p>Regularly initiates and develops professional learning opportunities for colleagues within the broader professional community with a focus on student health and academic progress.</p>



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**School Nurse Rubric - Essential Element 6
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Essential Element 6	Not Meeting Standards	Approaching	Meeting Standards		
Evaluates progress toward attainment of goals and outcomes.	<p>Rarely participates in assessing and assuring the appropriate use of interventions to avoid unwarranted and unwanted treatment.</p> <p>May be unclear on what evidence to use for evaluation of student interventions and/or outcomes with regard to student health and/or academic achievement.</p>	<p>Inconsistently collaborates with the student and others involved in the care or situation in the evaluation process.</p> <p>Focused on overall student health without consideration for individual student wellbeing and/or academic progress.</p>	<p>Regularly collaborates with the student and others involved in the care or situation in the evaluation process.</p> <p>Regularly uses ongoing assessment data to revise the diagnoses, outcomes, planning and implementation strategies, including holistic approaches.</p>	<p>Consistently synthesizes evaluation data from the student, community, population and/or institution to determine the effectiveness of the plan.</p>	<p>Regularly engages in collegial (collaborative) reflection, and discussion, regarding the best practice for student health and positive outcomes.</p> <p>Provides education, training and/or information to staff, students and community members to expand or enhance the knowledge base as appropriate.</p> <p>Regularly uses results of the evaluation to make or recommend process, policy, procedure, or protocol revisions to promote student health programs that support student learning and healthy development.</p> <p>Regularly incorporates evidenced based research into decision-making regarding evaluation.</p>