Certificated School Nurse Evaluation Packet
Evaluation Procedures

Evaluation is the process the District uses through its evaluators to assess the performance of unit members. This process is based upon job description, provisions of this contract, evaluation criteria, District policies and regulations, county, state and federal laws and regulations, adopted course outlines, learner goals and other duties and responsibilities as assigned.

The Santa Cruz City Schools District’s (SCCS) evaluation process can be conducted through one (1) of three (3) methods: Administrative Evaluation “Method 1”, Project-Based Evaluation “Method 2”, or Peer-Based Evaluation “Method 3”, each based on the unit members’ professional standards.

The standards as described in the Evaluation Article for Certificated Staff act as a guide for discussion regarding professional growth and serve as a basis for unit member evaluation. Each certificated unit member is responsible for meeting the unit member’s professional standards as described in the Evaluation article for Certificated Staff to show growth in the unit member’s practice as an educator. Administrators have the right and responsibility to observe certificated unit members in their work setting at any time. Administrators always have the right and responsibility to identify any concerns related to meeting the standards.

Three Evaluation Methods

There are three (3) methods for certificated unit member evaluation. Each method uses self-assessment and reflection and is linked to the unit members’ professional standards.

Administrative Evaluation “Method 1”: Administrative Evaluation is the required method for probationary unit members and temporary unit members and permanent unit members every six (6) years. It is also a required method for permanent unit members who have a general ranking of Does Not Meet or Emerging in their previous overall evaluation. This is an optional method every three (3) years for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating.

Project-Based Evaluation “Method 2”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to develop and implement a project in order for the unit member to examine practices and demonstrate proficiency via a professional project related to their current practices and the unit members’ professional standards.

Peer-Based Evaluation “Method 3”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work with a peer using observation in order for each peer/partner to examine practices and demonstrate proficiency related to their current practices.
Evaluation Method 1:
Administrative Evaluation Method

Eligibility

The Administrative Evaluation method for permanent unit members:
• A permanent unit member rated Proficient or Distinguished in the previous overall evaluation rating may elect to be evaluated under the Administrative Evaluation option.
• Permanent unit members shall be evaluated using this method every other three (3) year cycle.

The Administrative Evaluation method is the only option for the following:
• Temporary unit members
• Probationary unit members
• Unit members under an Improvement Support plan due to an overall evaluation rating of Does Not Meet or Emerging on standards in the previous year
• Unit members who have failed to complete previous Peer-based or Project-based Evaluation cycle deadlines in the previous year

Administrative evaluations will be conducted for two (2) consecutive years or more until the unit member has reached permanent status and has met Proficient or Distinguished standards on the overall evaluation rating. A unit member under an Improvement Support plan will remain on the Administrative Evaluation method until the unit member achieves a Proficient or Distinguished on standards on the overall evaluation rating.

Evaluation Process:
(Preparation for Fall Planning)

Unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator by September 15th. In preparation for the initial meeting with the evaluator unit members will:

• Use your professional standards to reflect upon and mark areas of focus in each standard/domain (up to 6).
• Will use their self-assessment to complete the Professional Goals form identifying strengths and areas of growth. All Permanent unit members’ need to create three (3) goals from three (3) different standards. Temporary, Probationary and Permanent unit members’ under the “Does Not Meet or Emerging” need to create a goal for each of the standards/domains. These goals shall be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:

1. By October 31st: Supervisors and unit members will meet to collaboratively present, discuss and agree upon professional goals using the standards/domains and Goal Setting Form.

2. Circumstances, such as class composition, class size, instructional materials, and physical setting that affect the certificated unit member's working situation shall be discussed and documented in the conference notes on the Goal Setting Form with the evaluator at the Fall Planning Conference.
3. By the conclusion of the Fall Planning Conference, the evaluator and the unit member shall sign and
date the Goal Setting Form. If needed, any party may have ten days past the Fall Planning Conference
to agree and sign the Goal Setting Form (even if the date falls after October 31st).

4. In the event that the unit member and the evaluator cannot reach an agreement concerning standards of
performance, a mediator agreeable to both parties shall be utilized in an attempt to reach an agreement.
The Superintendent of Schools or his/her duly authorized representative, if necessary, shall render a
final decision.

5. Changes in any of the goals of the unit member should be reviewed with the evaluator throughout the
school year. Unit member or administration may administrate a review. These changes shall become
a part of the Fall Planning Conference.

Timeline for Fall Planning Conferences: By October 31st

Observations:

1. Each temporary and probationary unit member shall be observed by his/her site administrator, or
immediate supervisor a minimum of two (2) times per year in his/her working environment prior to
completion of each Summative Evaluation. One (1) of these observations shall be made by
appointment. Permanent unit members’ will be evaluated at least one time during the observation
cycle. This observation needs to be scheduled. Additional observations may occur without an
appointment.

2. The evaluator shall be responsible for using the Observation Form. This form will be shared at the
post observation conference. A copy shall be given to the unit member within ten (10) workdays of the
post observation conference.

3. The evaluation of personnel shall involve more than one evaluator at the request of either the evaluator
or the evaluatee. Such an additional evaluator shall be selected from those assigned administrative
responsibilities in the District.

Timeline for Observations:
- Temporary and Probationary Teachers: By the 3rd Friday in December
- Permanent Teachers: By the 1st Friday in May

Summative Evaluation:

Summative Evaluation Reports for probationary and temporary unit members shall occur no later than the
3rd Friday in January. The evaluator may hold other summative evaluation conferences as he/she deems
necessary, or upon the request of the unit member. If the unit member achieves a rating of “Proficient or
Distinguished” a second summative evaluation will be optional, and will occur only if requested by the
unit member or their evaluator. If the unit member receives rating of “Does Not Meet or Emerging” a
second cycle of evaluation will occur, including a minimum of two (2) observations and a summative
evaluation, prior to March 1st.

The Summative Evaluation Conference for Permanent unit members shall occur not later than thirty (30)
work days before the last school day scheduled on the school calendar adopted by the governing board for
the school year in which the evaluation takes place. Permanent unit members shall be evaluated on the
mutually agreed upon three (3) goals a minimum of once every three (3) years. The evaluator may
complete up to two (2) summative evaluation reports a year as he/she deems necessary, or upon the
request of the unit member. When a Permanent unit member has received an overall “Does Not Meet or
Emerging”, the District shall annually evaluate the unit member until the unit member achieves a
Proficient or Distinguished, or is separated from the District. When a permanent unit member has satisfactorily completed his/her Improvement Needed Plan, the unit member shall be evaluated by Administrative Evaluation “Method 1” of the following year.

A copy of the Summative Evaluation, signed and dated, will be given to the unit member and evaluator no later than ten (10) workdays following the Summative Evaluation Conference.

In the event of difference of opinion between the evaluator and the unit member, the unit member may attach a statement to the Summative Evaluation outlining his/her differences.

If a unit member's evaluation shows an overall rating of “Does Not Meet or Emerging” the procedures outlined under Improvement Support plan may be followed.

**Timeline for Summative Evaluations:**
- Completed Summative Conferences for Temporary and Probationary Teachers: Third Friday in January
- Completed Summative Conferences for Permanent Teachers: 30 days before the last student day of school.

**Improvement Support Plan:**

1. If the overall ranking is marked “Does Not Meet or Emerging”, an Improvement Support plan shall be completed. The plan includes a timeline during which improvement shall be achieved, and a description of intervention and supports to assist the unit member in meeting the standards. If the unit member wishes to extend the timeline, the unit member may appeal to the Superintendent or his/her designee, whose decision shall be final.

2. When an evaluator makes a recommendation for Improvement Support plan needed, the evaluator assumes an obligation to provide assistance.

3. The evaluator shall make a written record of all observations, including recommendations and assistance. The unit member shall be given a copy of all written records and will have the opportunity to respond to each.

4. The unit member will receive and participate in assistance from a district assigned professional specialist as outlined in the Improvement Support plan.
Evaluation Method 2:  
Project-Based Evaluation

Eligibility: In order to be eligible to participate in the Project-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycle.
- Have administrator approval.

Procedures:
Work with evaluator on a mutually agreed upon Project-Based evaluation plan aligned with the unit members’ professional standards.

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:
1. Unit members meet with their primary evaluator to review the standards/domains and present, discuss and agree upon professional goals. Unit member and primary evaluator create a mutually agreed upon Project-based evaluation plan based on one (1) of the options listed in the Resource Appendix titles Project-based Evaluation.
2. If agreement cannot be reached on a Project-based evaluation plan, the unit member will be under Administrative Evaluation “Method 1” for that cycle.
3. Unit members will receive notice by October 31st of final approval on professional goals and project-based evaluation plan.

Mid-Year Check-in:
4. By the last Friday in January: Supervisor will review progress with unit member if requested by either party.

Final Submission of Project:
5. By the second Friday in April: All projects and supporting documentation, including the completed SCCS Reflection 1 and Reflection 2 will be submitted to the Supervisor.

30 days prior to the end of the school year
1. The unit member will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.
2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.
3. If a unit member has not completed the Project-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year.

4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources will meet with the unit member to review the project.
Evaluation Method 3:  
Peer-Based Evaluation

Eligibility: In order to be eligible to participate in the Peer-Based Evaluation, a unit member must:

- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycles.
- Have administrator approval (include administrator approval for possible needed release time for observations).

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:

- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.
- Mutually choose a professional partner who is eligible for participation.

Fall Planning Conference

1. By October 31, meet with the evaluator and the partner to discuss goals and objectives as written in the Goals-Setting Form according to the unit members’ professional standards. Fill out Peer-Based Evaluation – Planning Sheet.

Procedures

1. Hold two (2) observations and post observation meetings. The observations must be documented on the Peer Classroom Observation Form and the Post Observation Meeting notes must be documented to be submitted.
2. Write a reflection about your learning experience this year using the Project-Based or Peer-Based Evaluation Final Reflection form.

Final Submission of Project:
By the second Friday in April: All observations and supporting documentation will have been completed and submitted to Supervisor.

30 days prior to the end of the school year

1. The unit member along with their peer partner will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.
2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.
3. If a unit member has not completed the Peer-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Unless the timeline is extended with administrative approval.
4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources or administration designee will meet with the unit member to review the project.

General Post-Evaluation Procedures

- No evaluation documents shall be placed in the unit member's file unless the unit member has received a copy and has had an opportunity to discuss the document with the unit member’s evaluator. Within ten (10) working days of the receipt of a written evaluation, the unit member may submit a written response to be attached to the evaluation.
- During a school year, the unit member may request a conference with the Superintendent or designee to discuss evaluation of the unit member.
- The substance and supporting documents of a summary evaluation shall not be subject to the grievance procedure.
Santa Cruz City Schools

Administrative Evaluation

Method 1 Forms
Purpose and Use of the SCCS School Nursing Standards

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.

2. Use the standards/rubric as a resource in reflecting on identifying effective practices.

3. Read through the standards/dominains.

4. Highlight six (6) areas of growth/focus for the upcoming year.

5. Use the standards/rubric to guide your goal setting based on your self-reflection.

6. You will use the standards/rubric twice during your evaluation cycle.

7. Reflection 1 will be completed and turned in prior to or at Fall Planning.

8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
# STANDARDS FOR SCHOOL NURSING

## 1. Supporting Student Achievement Through a Healthy School Environment

**Nursing Standard: Quality of Practice**

1-1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.

1-2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.

1-3 Setting and revising professional and practice goals as needed

1-4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

## 2. Creating & Maintaining A Healthy Environment for Student Learning

**Nursing Standard: Program Management**

2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.

2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.

2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.

2-4 Adopting and using technology to support nursing and health program activities.

**Nursing Standard: Resource Utilization**

2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

## 3. Understanding and Organizing School Nursing Practice to Support Student Learning

**Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care**

3-1 Collecting comprehensive data pertinent to the student’s health or the situation.

3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.

3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)

3-4 Coordinating and supervising implementation of identified plans.

3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

## 4. Planning & Designing Health Related Learning Experiences for Students/Staff

**Nursing Standard: Collegiality**

4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)

4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

**Nursing Standard: Collaboration**

4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.

4-4 Documenting referrals, including adaptations and provisions for continuity of care

4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

## 5. Assessing School Nurse Practice Effectiveness on Student Health

**Nursing Standard: Professional Practice Evaluation**

5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.

5-2 Involving students and families in self assessment, goal setting and monitoring of progress toward safe and healthy practices at school.

5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.

5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.

## 6. Developing as a Professional School Nurse

**Nursing Standard: Education**

6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.

6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

**Nursing Standard: Ethics**

6-3 Maintaining student/family confidentiality.

6-4 Using legal and regulatory parameters of both health and education to inform practice.

**Nursing Standard: Research**

6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.

6-6 Participating in school health data collection

6-7 Updating school nursing practice based on current research and Evidence Based Practice.

**Nursing Standard: Leadership**

6-8 Engaging in teamwork to support student health/safety.

6-9 Serving in key roles in school/work settings by participating on committees, councils and administrative teams.

6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts

6-11 Exhibiting creativity and flexibility through times of change.
STANDARDS FOR SCHOOL NURSING

Standard 1 - Supporting Student Achievement through a Healthy School Environment

Nursing Standard: Quality of Practice

1-1  Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.

1-2  Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.

1-3  Setting and revising professional and practice goals as needed

1-4  Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.
STANDARDS FOR SCHOOL NURSING

Standard 2 - Creating & Maintaining A Healthy Environment for Student Learning

Nursing Standard: Program Management

2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.

2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.

2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.

2-4 Adopting and using technology to support nursing and health program activities.

Nursing Standard: Resource Utilization

2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.
STANDARDS FOR SCHOOL NURSING

Standard 3 - Understanding and Organizing School Nursing Practice to Support Student Learning

Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care

3-1 Collecting comprehensive data pertinent to the student's health or the situation.

3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.

3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)

3-4 Coordinating and supervising implementation of identified plans.

3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.
STANDARDS FOR SCHOOL NURSING

Standard 4 - Planning & Designing Health Related Learning Experiences for Students/Staff

Nursing Standard: Collegiality

4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)

4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

Nursing Standard: Collaboration

4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.

4-4 Documenting referrals, including adaptations and provisions for continuity of care

4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.
STANDARDS FOR SCHOOL NURSING

Standard 5 - Assessing School Nurse Practice Effectiveness on Student Health

Nursing Standard: Professional Practice Evaluation

5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.

5-2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.

5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.

5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.
STANDARDS FOR SCHOOL NURSING

Standard 6 - Developing as a Professional School Nurse

Nursing Standard: Education

6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

Nursing Standard: Ethics

6-3 Maintaining student/family confidentiality.
6-4 Using legal and regulatory parameters of both health and education to inform practice.

Nursing Standard: Research

6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.
6-6 Participating in school health data collection
6-7 Updating school nursing practice based on current research and Evidence Based Practice.

Nursing Standard: Leadership

6-8 Engaging in teamwork to support student health /safety.
6-9 Serving in key roles in school /work settings by participating on committees, councils and administrative teams.
6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
6-11 Exhibiting creativity and flexibility through times of change.
# Goal-Setting “Method 1,2,3”

**Santa Cruz City Schools**

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

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<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
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| Evaluator: ___________________________________________ |

1. This year, aligned with Standard/Domai __________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domai __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domai __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

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**Conference Notes**

**Evaluatee’s Signature** __________ **Date** __________ **Evaluator’s Signature** __________ **Date** __________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
4. This year, aligned with Standard/Domian __________, I plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

5. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

6. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

Conference Notes

Evaluatee’s Signature __________ Date __________ Evaluator’s Signature __________ Date __________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
Observation Form “Method 1”
Santa Cruz City Schools
Based on California Standards for the Teaching Profession

Name of Evaluatee: 
School/Site: 
Date: 

Grade level: 
Subject: 
Time: ___ to ___
# of Students: ___

Type of Observation:
☐ Administrative
[ ] Scheduled
[ ] Non-scheduled

Evaluator / Observer: 

Lesson Topic: 

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<tr>
<th>California Standards for the Teaching Profession</th>
<th>Check area(s) of focus</th>
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<tbody>
<tr>
<td>☐ Engaging and Supporting all Students in Learning</td>
<td>☐ Planning Instruction and Designing Learning Experiences for all Students</td>
</tr>
<tr>
<td>☐ Creating and Maintaining Effective Environments for Student Learning</td>
<td>☐ Assessing Students for Learning</td>
</tr>
<tr>
<td>☐ Understanding and Organized Subject Matter for Student Learning</td>
<td>☐ Developing as a Professional Educator</td>
</tr>
</tbody>
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Student learning goal(s) and success criteria:

Observations:

Learnings/Outcomes:

Suggestions and Recommendations:

Evaluatee’s Signature: ____________________ Date: ________
Evaluator’s Signature: ____________________ Date: ________

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
**Summative Evaluation – School Nurse “Method 1, 2, 3”**

**Santa Cruz City Schools**

**METHOD OF EVALUATION:**
- ☐ Administrative Evaluation “Method 1”
- ☐ Project-Based Evaluation “Method 2”
- ☐ Peer-Based Evaluation “Method 3”

**NAME**

**ASSIGNMENT**

**DATE**

**SCHOOL/LOCATION**

**EVALUATOR**

**CERTIFICATED STATUS (Check One):**

- ☐ Permanent
- ☐ Temporary
- ☐ Probationary
- ☐ 1st Year
- ☐ 2nd Year

<table>
<thead>
<tr>
<th>1 = Practice Does Not Meet Standard</th>
<th>2 = Practice Partially Emerging Standard</th>
<th>3 = Practice Proficient</th>
<th>4 = Practice Distinguished</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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**1. Supporting Student Achievement Through a Healthy School Environment**

1.1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.

1.2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.

1.3 Setting and revising professional and practice goals as needed.

1.4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

**2. Creating & Maintaining A Healthy Environment for Student Learning**

2.1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.

2.2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.

2.3 Assessing school health needs to ascertain existing problems and determining the need for new programs.

2.4 Adopting and using technology to support nursing and health program activities.

2.5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

**3. Understanding and Organizing School Nursing Practice to Support Student Learning**

3.1 Collecting comprehensive data pertinent to the student's health or the situation.

3.2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.

3.3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)

3.4 Coordinating and supervising implementation of identified plans.

3.5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

**4. Planning & Designing Health Related Learning Experiences for Students/Staff**

4.1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)

4.2 Mentoring licensed and unlicensed staff who are providing health care services to students.

4.3 Collaborating with students, families, staff and health care providers in planning and designing student health care.

4.4 Documenting referrals, including adaptations and provisions for continuity of care.

4.5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

**5. Assessing School Nurse Practice Effectiveness on Student Health**

5.1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.

5.2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.

5.3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.

5.4 Using feedback information to revise health care goals and plans for optimal student outcomes.
Santa Cruz City Schools Certificated Evaluation

Narrative Summary Checklist –Classroom Teacher (continued)

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

<table>
<thead>
<tr>
<th>Practice</th>
<th>1</th>
<th>2</th>
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6. Developing as a Professional School Nurse

6.1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
6.2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.
6.3 Maintaining student/family confidentiality.
6.4 Using legal and regulatory parameters of both health and education to inform practice.
6.5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application
6.6 Participating in school health data collection
6.7 Updating school nursing practice based on current research and Evidence Based Practice.
6.8 Engaging in teamwork to support student health /safety.
6.9 Serving in key roles in school /work settings by participating on committees, councils and administrative teams.
6.10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
6.11 Exhibiting creativity and flexibility through times of change.

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING
☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE EVALUATOR SIGNATURE DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.

Santa Cruz City Schools Certificated Evaluation July 2018
**Improvement Support Plan “Method 1”- Nurses**

**Santa Cruz City Schools**

**Instructions**: This form MUST be completed when the overall summary evaluation is Does Not Meet or Emerging Standards. This document will serve as the improvement plan for the unit member for the upcoming school year and evaluation cycle. Administrators must address all areas on Improvement Support Plan in the Narrative Summary, but may choose to focus on 2-5 critical areas for improvement goals. Unit members will be under Administrative Evaluation Method 1 for the next school year.

Evaluatee: ____________________________ School: ____________________________

<table>
<thead>
<tr>
<th>Standards for School Nursing</th>
<th>Check area(s) of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Supporting Student Achievement Through a Healthy School Environment</td>
<td>☐ Planning &amp; Designing Health Related Learning Experiences for Students/Staff</td>
</tr>
<tr>
<td>☐ Creating &amp; Maintaining A Healthy Environment for Student Learning</td>
<td>☐ Assessing School Nurse Practice Effectiveness on Student Health</td>
</tr>
<tr>
<td>☐ Understanding and Organizing School Nursing Practice to Support Student Learning</td>
<td>☐ Developing as a Professional School Nurse</td>
</tr>
</tbody>
</table>

A. Description of Improvement need in meeting standard(s):

B. Intervention/Supports necessary in order to meet the standard(s) (may refer to separate list of intervention and support ideas):

C. Timeline and Evaluation Process:

---

**EVALUATEE SIGNATURE** _______________ **DATE** _______________ **EVALUATOR SIGNATURE** _______________ **DATE** _______________

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an improvement plan are encouraged to invite a GSCFT representative to each conference in order to create and review the requirements contained within the plan.

Santa Cruz City Schools Certificated Evaluation

July 2018
Santa Cruz City Schools

Project-Based Evaluation

Method 2 Forms
SCCS School Nursing “Methods 1, 2, 3” Nurse

Purpose and Use of the SCCS School Nursing Standards

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.

2. Use the standards/rubric as a resource in reflecting on identifying effective practices.

3. Read through the standards/domains.

4. Highlight six (6) areas of growth/focus for the upcoming year.

5. Use the standards/rubric to guide your goal setting based on your self-reflection.

6. You will use the standards/rubric twice during your evaluation cycle.

7. Reflection 1 will be completed and turned in prior to or at Fall Planning.

8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
### STANDARDS FOR SCHOOL NURSING

#### 1. Supporting Student Achievement Through a Healthy School Environment
**Nursing Standard: Quality of Practice**
1-1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.
1-2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.
1-3 Setting and revising professional and practice goals as needed
1-4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

#### 2. Creating & Maintaining A Healthy Environment for Student Learning
**Nursing Standard: Program Management**
2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.
2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.
2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.
2-4 Adopting and using technology to support nursing and health program activities.

**Nursing Standard: Resource Utilization**
2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

#### 3. Understanding and Organizing School Nursing Practice to Support Student Learning
**Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care**
3-1 Collecting comprehensive data pertinent to the student’s health or the situation.
3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.
3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)
3-4 Coordinating and supervising implementation of identified plans.
3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

#### 4. Planning & Designing Health Related Learning Experiences for Students/Staff
**Nursing Standard: Collegiality**
4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)
4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

**Nursing Standard: Collaboration**
4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.
4-4 Documenting referrals, including adaptations and provisions for continuity of care
4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

#### 5. Assessing School Nurse Practice Effectiveness on Student Health
**Nursing Standard: Professional Practice Evaluation**
5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.
5-2 Involving students and families in self assessment, goal setting and monitoring of progress toward safe and healthy practices at school.
5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.
5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.

#### 6. Developing as a Professional School Nurse
**Nursing Standard: Education**
6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

**Nursing Standard: Ethics**
6-3 Maintaining student/family confidentiality.
6-4 Using legal and regulatory parameters of both health and education to inform practice.

**Nursing Standard: Research**
6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.
6-6 Participating in school health data collection
6-7 Updating school nursing practice based on current research and Evidence Based Practice.

**Nursing Standard: Leadership**
6-8 Engaging in teamwork to support student health/safety.
6-9 Serving in key roles in school/work settings by participating on committees, councils and administrative teams.
6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
6-11 Exhibiting creativity and flexibility through times of change.
STANDARDS FOR SCHOOL NURSING

Standard 1 - Supporting Student Achievement through a Healthy School Environment

Nursing Standard: Quality of Practice

1-1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.

1-2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.

1-3 Setting and revising professional and practice goals as needed

1-4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.
STANDARDS FOR SCHOOL NURSING

Standard 2 - Creating & Maintaining A Healthy Environment for Student Learning

Nursing Standard: Program Management

2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.

2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.

2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.

2-4 Adopting and using technology to support nursing and health program activities.

Nursing Standard: Resource Utilization

2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.
STANDARDS FOR SCHOOL NURSING

Standard 3 - Understanding and Organizing School Nursing Practice to Support Student Learning

Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care

3-1 Collecting comprehensive data pertinent to the student's health or the situation.

3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.

3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)

3-4 Coordinating and supervising implementation of identified plans.

3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.
STANDARDS FOR SCHOOL NURSING

Standard 4 - Planning & Designing Health Related Learning Experiences for Students/Staff

Nursing Standard: Collegiality

4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)

4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

Nursing Standard: Collaboration

4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.

4-4 Documenting referrals, including adaptations and provisions for continuity of care

4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.
STANDARDS FOR SCHOOL NURSING

Standard 5 - Assessing School Nurse Practice Effectiveness on Student Health

Nursing Standard: Professional Practice Evaluation

5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.

5-2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.

5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.

5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.
STANDARDS FOR SCHOOL NURSING

Standard 6 - Developing as a Professional School Nurse

Nursing Standard: Education

6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

Nursing Standard: Ethics

6-3 Maintaining student/family confidentiality.
6-4 Using legal and regulatory parameters of both health and education to inform practice.

Nursing Standard: Research

6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.
6-6 Participating in school health data collection
6-7 Updating school nursing practice based on current research and Evidence Based Practice.

Nursing Standard: Leadership

6-8 Engaging in teamwork to support student health /safety.
6-9 Serving in key roles in school /work settings by participating on committees, councils and administrative teams.
6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
6-11 Exhibiting creativity and flexibility through times of change.
**Goal-Setting “Method 1,2,3”**
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Evaluator: ] []</td>
<td>[]</td>
<td>[]</td>
</tr>
</tbody>
</table>

1. This year, aligned with Standard/Domian \[\], I plan to
   
   Professional growth will be measured by \[(data, student work, student assessment, other evidence, etc)\]
   
   Desired impact on student learning:

2. This year, aligned with Standard/Domian \[\], I also plan to
   
   Professional growth will be measured by \[(data, student work, student assessment, other evidence, etc)\]
   
   Desired impact on student learning:

3. This year, aligned with Standard/Domian \[\], I also plan to
   
   Professional growth will be measured by \[(data, student work, student assessment, other evidence, etc)\]
   
   Desired impact on student learning:

**Conference Notes**

<table>
<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

(This signature will be considered an acknowledgement of outlining the goals for the \[\] to \[\] School Year.)
4. This year, aligned with Standard/Domian __________, I plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

5. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

6. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

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Conference Notes

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Evaluatee’s Signature __________________________ Date ____________
Evaluator’s Signature __________________________ Date ____________

(This signature will be considered an acknowledgement of outlining the goals for the ______ to ______ School Year.)
Project-Based Evaluation “Method 2”
Santa Cruz City Schools

Planning Sheet for _____________________________
(name of unit member)

Directions: Please complete the items below and have ready to present to your evaluator at your Fall Planning Conference. Refer to the standards/domains and Goal-Setting sheet for guidance with your project.

<table>
<thead>
<tr>
<th>Project Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description of the purpose of the project:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What data or artifacts might you collect:</th>
</tr>
</thead>
</table>

| Brief explanation of what you intend to do to achieve your goals: | What do you hope to learn about your teaching or about student learning by completing your project? How will this advance your proficiencies? |

<table>
<thead>
<tr>
<th>What is your timeline:</th>
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</thead>
<tbody>
<tr>
<td>What will you have done regarding your project by the December break?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the second Friday in April:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What project documentation will you be submitting to your evaluator before your Summative Conference?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you measure success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In other words, how will you determine if the project has been worthwhile to you as you continue to develop your craft?</td>
</tr>
</tbody>
</table>

Evaluatee’s Signature Date Evaluator’s Signature Date
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?
Santa Cruz City Schools

SUMMATIVE EVALUATION – SCHOOL NURSE “METHOD 1, 2, 3”

METHOD OF EVALUATION:
- [ ] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [ ] Peer-Based Evaluation “Method 3”

NAME ___________________ ASSIGNMENT ___________________ DATE ___________________

SCHOOL/LOCATION ___________________ EVALUATOR ___________________

CERTIFICATED STATUS (Check One):
- [ ] Permanent
- [ ] Temporary
- [ ] Probationary
- [ ] 1st Year
- [ ] 2nd Year

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

1. Supporting Student Achievement Through a Healthy School Environment
   - 1.1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.
   - 1.2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.
   - 1.3 Setting and revising professional and practice goals as needed
   - 1.4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

2. Creating & Maintaining A Healthy Environment for Student Learning
   - 2.1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.
   - 2.2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.
   - 2.3 Assessing school health needs to ascertain existing problems and determining the need for new programs.
   - 2.4 Adopting and using technology to support nursing and health program activities.
   - 2.5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

3. Understanding and Organizing School Nursing Practice to Support Student Learning
   - 3.1 Collecting comprehensive data pertinent to the student’s health or the situation.
   - 3.2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.
   - 3.3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)
   - 3.4 Coordinating and supervising implementation of identified plans.
   - 3.5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

4. Planning & Designing Health Related Learning Experiences for Students/Staff
   - 4.1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)
   - 4.2 Mentoring licensed and unlicensed staff who are providing health care services to students.
   - 4.3 Collaborating with students, families, staff and health care providers in planning and designing student health care.
   - 4.4 Documenting referrals, including adaptations and provisions for continuity of care
   - 4.5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

5. Assessing School Nurse Practice Effectiveness on Student Health
   - 5.1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.
   - 5.2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.
   - 5.3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.
   - 5.4 Using feedback information to revise health care goals and plans for optimal student outcomes.
Narrative Summary Checklist –Classroom Teacher (continued)

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</table>

6. Developing as a Professional School Nurse

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</table>

1. Participating in ongoing educational activities relating to professional knowledge bases and current issues.
2. Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.
4. Using legal and regulatory parameters of both health and education to inform practice.
5. Critically analyzing and interpreting research in the field of pediatric and school nursing for application.
6. Participating in school health data collection
7. Updating school nursing practice based on current research and Evidence Based Practice.
8. Engaging in teamwork to support student health/safety.
9. Serving in key roles in school/work settings by participating on committees, councils and administrative teams.
10. Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
11. Exhibiting creativity and flexibility through times of change.

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE ________ DATE ________ EVALUATOR SIGNATURE ________ DATE ________

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.

Santa Cruz City Schools Certificated Evaluation  July 2018
Santa Cruz City Schools

Peer-Based Evaluation

Method 3 Forms
SCCS School Nursing “Methods 1, 2, 3” Nurse

Purpose and Use of the SCCS School Nursing Standards

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.

2. Use the standards/rubric as a resource in reflecting on identifying effective practices.

3. Read through the standards/domains.

4. Highlight six (6) areas of growth/focus for the upcoming year.

5. Use the standards/rubric to guide your goal setting based on your self-reflection.

6. You will use the standards/rubric twice during your evaluation cycle.

7. Reflection 1 will be completed and turned in prior to or at Fall Planning.

8. Reflection 2 will be completed and turned in prior to or at Summative Conference.
# STANDARDS FOR SCHOOL NURSING

## 1. Supporting Student Achievement Through a Healthy School Environment

**Nursing Standard: Quality of Practice**

1-1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.
1-2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.
1-3 Setting and revising professional and practice goals as needed
1-4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

## 2. Creating & Maintaining A Healthy Environment for Student Learning

**Nursing Standard: Program Management**

2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.
2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.
2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.
2-4 Adopting and using technology to support nursing and health program activities.

**Nursing Standard: Resource Utilization**

2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

## 3. Understanding and Organizing School Nursing Practice to Support Student Learning

**Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care**

3-1 Collecting comprehensive data pertinent to the student’s health or the situation.
3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.
3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes.
3-4 Coordinating and supervising implementation of identified plans.
3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

## 4. Planning & Designing Health Related Learning Experiences for Students/Staff

**Nursing Standard: Collegiality**

4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)
4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

**Nursing Standard: Collaboration**

4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.
4-4 Documenting referrals, including adaptations and provisions for continuity of care
4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

## 5. Assessing School Nurse Practice Effectiveness on Student Health

**Nursing Standard: Professional Practice Evaluation**

5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.
5-2 Involving students and families in self assessment, goal setting and monitoring of progress toward safe and healthy practices at school.
5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.
5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.

## 6. Developing as a Professional School Nurse

**Nursing Standard: Education**

6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

**Nursing Standard: Ethics**

6-3 Maintaining student/family confidentiality.
6-4 Using legal and regulatory parameters of both health and education to inform practice.

**Nursing Standard: Research**

6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.
6-6 Participating in school health data collection
6-7 Updating school nursing practice based on current research and Evidence Based Practice.

**Nursing Standard: Leadership**

6-8 Engaging in teamwork to support student health/safety.
6-9 Serving in key roles in school/work settings by participating on committees, councils and administrative teams.
6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
6-11 Exhibiting creativity and flexibility through times of change.

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Santa Cruz City Schools Certificated Evaluation

Reflection 1 ___________  Reflection 2 ___________  July 2018
STANDARDS FOR SCHOOL NURSING

Standard 1 - Supporting Student Achievement through a Healthy School Environment

Nursing Standard: Quality of Practice

1-1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.

1-2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.

1-3 Setting and revising professional and practice goals as needed

1-4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.
STANDARDS FOR SCHOOL NURSING

Standard 2 - Creating & Maintaining A Healthy Environment for Student Learning

Nursing Standard: Program Management

2-1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.

2-2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.

2-3 Assessing school health needs to ascertain existing problems and determining the need for new programs.

2-4 Adopting and using technology to support nursing and health program activities.

Nursing Standard: Resource Utilization

2-5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.
STANDARDS FOR SCHOOL NURSING

Standard 3 - Understanding and Organizing School Nursing Practice to Support Student Learning

Nursing Standards: Assessment, Diagnosis, Outcome Identification, Planning, Implementation/Coordination of Care

3-1 Collecting comprehensive data pertinent to the student's health or the situation.

3-2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.

3-3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)

3-4 Coordinating and supervising implementation of identified plans.

3-5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.
STANDARDS FOR SCHOOL NURSING

Standard 4 - Planning & Designing Health Related Learning Experiences for Students/Staff

Nursing Standard: Collegiality

4-1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)

4-2 Mentoring licensed and unlicensed staff who are providing health care services to students.

Nursing Standard: Collaboration

4-3 Collaborating with students, families, staff and health care providers in planning and designing student health care.

4-4 Documenting referrals, including adaptations and provisions for continuity of care

4-5 Sharing health related information with other members of the school team as needed to support student health and safety at school.
STANDARDS FOR SCHOOL NURSING

Standard 5 - Assessing School Nurse Practice Effectiveness on Student Health

Nursing Standard: Professional Practice Evaluation

5-1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.

5-2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.

5-3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.

5-4 Using feedback information to revise health care goals and plans for optimal student outcomes.
STANDARDS FOR SCHOOL NURSING

Standard 6 - Developing as a Professional School Nurse

**Nursing Standard: Education**

6-1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.

6-2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.

**Nursing Standard: Ethics**

6-3 Maintaining student/family confidentiality.

6-4 Using legal and regulatory parameters of both health and education to inform practice.

**Nursing Standard: Research**

6-5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application to practice.

6-6 Participating in school health data collection

6-7 Updating school nursing practice based on current research and Evidence Based Practice.

**Nursing Standard: Leadership**

6-8 Engaging in teamwork to support student health /safety.

6-9 Serving in key roles in school /work settings by participating on committees, councils and administrative teams.

6-10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts

6-11 Exhibiting creativity and flexibility through times of change.
Santa Cruz City Schools Certificated Evaluation

Goal-Setting “Method 1,2,3”
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to **your reflection on the rubric.**

---

**Name of Evaluatee**

**School/Site**

**Date**

**Evaluator:** ____________________________

1. This year, aligned with Standard/Domain _________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domain _________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domain _________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

---

**Conference Notes**

---

**Evaluatee’s Signature**

**Date**

**Evaluator’s Signature**

**Date**

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
4. This year, aligned with Standard/Domian __________, I plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

5. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

6. This year, aligned with Standard/Domian __________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

Conference Notes

Evaluator’s Signature ______________ Date ______________

Evaluator’s Signature ______________ Date ______________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
Directions: Please complete the items below and submit to your evaluator by September 15. Your evaluator will set up periodic meetings to review your progress on your Peer-Based Evaluation sheet.

<table>
<thead>
<tr>
<th>Partner:</th>
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<tbody>
<tr>
<td>Department or Grade Level:</td>
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</table>

### Brief description for choosing this method:
What do you hope to learn about your teaching or about student learning? How will this advance your proficiencies?

### Observation:
What practices do you plan to observe closely? Have you and your partner identified Standards/Domains to focus on during your observation?

### What is your timeline:
- Anticipated Pre/Post Observation dates?
- Anticipated Observation dates?
- Will you need coverage for your class? If so, have you discussed this with your evaluator?

Evaluatee’s Signature                      Date                      Evaluator’s Signature                      Date
Peer-Based Observation Form “Method 3”

Santa Cruz City Schools

Name of Unit Member being observed

School/Site

Date

Grade level: Subject: Time: to # of Students:

Observer:

This form should be used for observations for Peer-Based - Method 3

Student learning goal(s) and success criteria

Observations

Learnings from observations

Follow up Items for post conference
### Post Observation Meeting Notes “Method 3”

#### Santa Cruz City Schools

<table>
<thead>
<tr>
<th>Name of Unit Member being observed</th>
<th>School/Site</th>
<th>Date</th>
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</table>

Grade level: ___________ Subject: ________________ Time: ____ to ____ # of Students: ___________

Observer: ______________________________________

---

**This form should be used for observations for Peer-Based - Method 3**

<table>
<thead>
<tr>
<th>Items We Discussed</th>
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<table>
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<tr>
<th>Learning to Apply Them to Classroom</th>
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<tr>
<th>Next Steps</th>
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<table>
<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
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(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
**Summative Evaluation – School Nurse “Method 1, 2, 3”**
Santa Cruz City Schools

**METHOD OF EVALUATION:**
- ☑ Administrative Evaluation “Method 1”
- ☑ Project-Based Evaluation “Method 2”
- ☑ Peer-Based Evaluation “Method 3”

**NAME** ____________ **ASSIGNMENT** ____________ **DATE** ____________

**SCHOOL/LOCATION** ____________ **EVALUATOR** ____________

**CERTIFICATED STATUS (Check One):**
- ☑ Permanent
- ☑ Temporary
- ☑ Probationary
- ☑ 1st Year
- ☑ 2nd Year

**1. Supporting Student Achievement Through a Healthy School Environment**

- 1.1 Demonstrating quality by documenting the application of the nursing process in a responsible, accountable and ethical manner.
- 1.2 Maintaining accurate and complete records: Health care Plans, health assessments and other district requirements are completed according to district and nursing criteria.
- 1.3 Setting and revising professional and practice goals as needed
- 1.4 Evaluating and updating health policy, procedures and practice guidelines that contribute to the likelihood of improved quality as needed.

**2. Creating & Maintaining A Healthy Environment for Student Learning**

- 2.1 Developing and implementing health policies and procedures in collaboration with the school administration, School Board, County, and State agencies.
- 2.2 Taking responsibility for the orientation, training, supervision and evaluation of Licensed and Unlicensed Assistive Personnel.
- 2.3 Assessing school health needs to ascertain existing problems and determining the need for new programs.
- 2.4 Adopting and using technology to support nursing and health program activities.
- 2.5 Planning and implementing delivery of school nursing services, giving consideration to safety, effectiveness, cost and impact on practice.

**3. Understanding and Organizing School Nursing Practice to Support Student Learning**

- 3.1 Collecting comprehensive data pertinent to the student's health or the situation.
- 3.2 Analyzing the assessment data to determine the diagnoses or issues, and then identifying expected outcomes.
- 3.3 Developing plans that prescribe strategies and alternatives to attain expected outcomes. (Individualized Health Care Plans)
- 3.4 Coordinating and supervising implementation of identified plans.
- 3.5 Providing consultation to influence the identified plan and enhancing the abilities of others to effect change if needed.

**4. Planning & Designing Health Related Learning Experiences for Students/Staff**

- 4.1 Sharing knowledge and skills with peers and school personnel as colleagues (i.e. SST, 504, IEP, office staff, HC training, health presentations to students, faculty, staff)
- 4.2 Mentoring licensed and unlicensed staff who are providing health care services to students.
- 4.3 Collaborating with students, families, staff and health care providers in planning and designing student health care.
- 4.4 Documenting referrals, including adaptations and provisions for continuity of care
- 4.5 Sharing health related information with other members of the school team as needed to support student health and safety at school.

**5. Assessing School Nurse Practice Effectiveness on Student Health**

- 5.1 Utilizing age appropriate, culturally and ethnically sensitive care in addressing the health needs of students.
- 5.2 Involving students and families in self-assessment, goal setting and monitoring of progress toward safe and healthy practices at school.
- 5.3 Obtaining feedback from students, faculty, staff, administration and parents about outcomes of health care provided at school.
- 5.4 Using feedback information to revise health care goals and plans for optimal student outcomes.
### Narrative Summary Checklist – Classroom Teacher (continued)

<table>
<thead>
<tr>
<th>Practice Level</th>
<th>Value</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1 = Practice Does Not Meet Standard</td>
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<tr>
<td>2 = Practice Partially Emerging Standard</td>
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<tr>
<td>3 = Practice Proficient</td>
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<tr>
<td>4 = Practice Distinguished</td>
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</tbody>
</table>

### 6. Developing as a Professional School Nurse

- 6.1 Participating in ongoing educational activities relating to professional knowledge bases and current issues.
- 6.2 Seeking experiences and learning activities to maintain and develop clinical and professional skills and knowledge.
- 6.3 Maintaining student/family confidentiality.
- 6.4 Using legal and regulatory parameters of both health and education to inform practice.
- 6.5 Critically analyzing and interpreting research in the field of pediatric and school nursing for application
- 6.6 Participating in school health data collection
- 6.7 Updating school nursing practice based on current research and Evidence Based Practice.
- 6.8 Engaging in teamwork to support student health /safety.
- 6.9 Serving in key roles in school /work settings by participating on committees, councils and administrative teams.
- 6.10 Directing the coordination of health care delivery across settings and among caregivers as permitted by CA State Nurse Practice Acts
- 6.11 Exhibiting creativity and flexibility through times of change.

### NARRATIVE SUMMARY:

1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

### EVIDENCE/DATA SUMMARY:

### OVERALL EVALUATION RATING

- [ ] Does Not Meet Standards
- [ ] Emerging Standards
- [ ] Proficient
- [ ] Distinguished

**EVALUATEE SIGNATURE**

**DATE**

**EVALUATOR SIGNATURE**

**DATE**

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?