

Anytown Public Schools Formative Assessment Report Form



Educator—Name/Title: Susan Smith RN, BSN / School Nurse

Primary Evaluator—Name/Title: Mary Doe RN, M.Ed. / Nurse Leader

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): Anytown Elementary School

Assessing¹:

Progress toward attaining goals Performance on Standards X Both

Progress Toward Student Learning Goal(s) <i>Describe current level of progress and feedback for improvement. Attach additional pages as needed.</i>
<p>Current Level of Progress: Effective, steady progress toward achieving the team student learning goal related to the MA Nutritional Guidelines.</p> <ul style="list-style-type: none">• Bulletin board specifically designated for nutritional materials is located in the main corridor outside of the health office• Nutritional materials purchased have been displayed and updated as scheduled• Collaboration has occurred with team members• Web search was conducted to review available age-appropriate educational materials• My plate was selected as the initial assessment tool for primary grade level students• The finished products are displayed in the school library <p>Feedback for Improvement: Evaluate at year end the placement of nutrition bulletin board to determine if adequate for teaching purposes.</p>
Progress Toward Professional Practice Goal(s) <i>Describe current level of progress. Attach additional pages as needed.</i>
<p>Current Level of Progress: Steady progress toward achieving the individual professional practice goal of improving health office management systems.</p> <ul style="list-style-type: none">• Student assessments and educational interventions are documented in SNAP• Communication with parents and staff are documented in SNAP• Referral data is documented in SNAP• Assessment data is reported to the Nurse Leader on a monthly basis• A Nurse Pass system has been implemented• A Nurse Share folder has been implemented <p>Feedback for Improvement: Funding is available through the ESHS Grant for each school nurse to attend one professional development training per academic year. It is suggested that additional advanced online SNAP training be the focus of the selection for this year.</p>
<p>As per 603 CMR 35.02 and 603 CMR 35.06(5), formative assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.</p>



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Educator—Name/Title: Susan Smith RN, BSN / School Nurse

Performance on Each Standard

Describe performance and feedback for improvement. Attach additional pages as needed.

I: Curriculum, Planning, & Assessment: Performance related to Standard 1 is on target.

I-A-1: Professional Knowledge: Demonstrates sound knowledge and understanding of professional content.

- Attends professional development programs (school-based and school-health related programs for updating clinical practice)
- Applies knowledge in clinical practice (creates IHCP that address new health issues and revises accordingly based on current best practices)
- Utilizes evidence-based practice supported by current research (contacts appropriate clinical consultants)
- Is self-directed in acquiring knowledge and skills for current school nursing practice (data collection reflects new mandates and practices)
- Seeks professional resources when faced with new clinical situations

I-A-2: Child Development: Demonstrates knowledge of elementary age developmental levels.

- Demonstrates awareness of developmental norms (educational/resource material available in office for students, parents and staff)

I-A-3: Plan Development: Develops well-structured health care plans with measurable outcomes that respond to relevant individual student needs and includes supports that enable students to meet the goals and objectives of the plan.

- Collaborates/creates plans with families and students for medical and social-emotional absences (IEP, 504 meetings) and provides follow-up with students

I-A-4: Well-Structured Lessons: Develops well-structured lessons (individual and group activities or sessions).

- Whole school presentations/trainings (concussion regulations, Epi-Pen training, nutrition regulations, food allergy awareness)
- Individual level presentations/trainings (use of inhaler, use of epi-pen, glucometer, insulin administration)
- Visuals in the health office (posters, equipment, resource material)

I-B-1: Variety of Assessment Methods: Collects data to measure student learning, growth and development through a variety of methods.

- Physical assessment, health screenings, emotional and behavioral assessment, home and family, nutritional, environmental, school culture and safety assessments are documented in the electronic health record system (training completed on each mandated screening program)

I-C-2: Sharing Conclusions With Colleagues: Regularly shares with appropriate colleagues.

- Contributes and participates in a variety of meetings to collaborate with colleagues regarding individual students and health issues (Crises, IEP and 504)
- Provides meaningful input for creating individual student re-entry plans (accommodations for students with new and/or chronic diagnosis)

I-C-3: Sharing Conclusions With Students and Families: Engages students and families in constructive conversation that focuses on student growth and improvement.

- Engages students and families in individual and group discussions/presentations (nutrition regulations, life threatening allergies, diabetes management, asthma management)

II: Teaching All Students: Performance related to Standard 11 is on target.

II-A-1: Quality of Effort and Work: Assesses the health needs of individual students or groups using evidence based nursing practice.

- Consistently assesses the health needs of students using evidence based nursing practice (healthy lifestyles, developmental needs and preventive self care)

II-A-2: Student Engagement: Uses instructional and clinical practices that are likely to motivate and engage most students.

- Uses a variety of resources to motivate and encourage active student participation (bulletin board development, my plate)
- Evaluates and documents response to interventions (health data to primary care providers)
- Engages students in active learning to promote healthy life-style (nutrition guidance, diabetic teaching, food allergy management, asthma management)

II-A-3: Meeting Diverse needs: Uses appropriate practice to accommodate differences in learning styles, needs, interests and level of readiness (including students with disabilities).

- Provides developmentally appropriate instruction regarding disease, chronic condition and health issues

II-B-1: Safe Learning Environment: Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment.

- Consistently maintains and organizes an orderly atmosphere within the health office to create a safe physical, emotional and intellectual environment

II-C-1: Respects Differences: Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others differences related to background, identity, language, strengths and challenges

- Consistently protects student's autonomy, dignity, rights, values and beliefs when delivering care while recognizing cultural diversity (sensitive to differences when interacting with students and their families)

II-C-2: Maintains Respectful Environment: Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds and identities.

- Consistently establishes an environment that integrates caring, kindness and respect for all into nursing practice (interacts with students, families and colleagues in a positive and respectful manner)
- Consistently takes appropriate action when addressing situations that jeopardize the health, well being and self esteem of students (advocates for students)

II-D1: Clear Expectations: Clearly communicates and consistently enforces specific standards for student work, effort and behavior.

- Consistently assists students to achieve optimum levels of wellness through health education, health promotion and preventive health services (IHCP clearly communicate plans for students with chronic health issues)

II-D-2: High Expectations: Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.

- Consistently adapts health teaching methods and information by introducing alternative modalities including technology, written materials, verbal reinforcement and supervised practice to promote student learning (epi-pen demonstration, proper use of an inhaler or nebulizer, testing of blood glucose)
- Works collaboratively with students and staff to promote and maintain optimal health and wellness

II-D-3: Access to Knowledge: Consistently adapts instruction, services, plans, communication and assessment to make curriculum and supports accessible to all students for whom she has responsibility.

- Participates in 504, IEP and student support meetings as needed
- Functions as resource for students with health questions/concerns (open door policy)
- Able to site regulations related to medication administration, medical treatments and other services provided in the school setting

III: Family & Community Engagement: Performance related to Standard 111 is on target.

III-A-1: Parent/Family Engagement: Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.

- Engages families, caregivers and students in a variety of activities (PTO, Open House, parent conference night and other school events to meet with parents)
- Utilizes materials describing available school health services and expectations (newsletter, health forms, health section of handbook, website, IHCP development)
- Informs families of public health initiatives (screenings)

III-B-1: Learning Expectations: Consistently provides parents with clear, user-friendly expectations for student learning, behavior and wellness.

- Uses a variety of strategies to support learners: Visual/Verbal/Electronic/Discussions (provides parents/guardians with appropriate notification of mandated health screenings as per regulations)
- Promptly communicates with families about the need for follow-up if the student does not pass the screening tests (reports of screening outcomes)
- Utilizes opportunities to develop family health literacy through distribution of updated health information (contributes timely health information, responds promptly to parental concerns, promptly informs parents of changes in their child's health status)

III-B-2: Student Support: Regularly communicates with parents to create, share and identify strategies for supporting learning and development at school and at home.

- Reviews individual health care plan and student progress in meeting goals with family
- Engages families as partners in illness management
- Reinforces positive student learning behaviors
- Creates a welcoming climate that encourages students to share issues and concerns
- Refers students and families to appropriate resources
- Collaborates with teachers and other staff to ensure that they are knowledgeable regarding keeping the student safe in the classroom and indications for referring him/her to the nurse

III-C-1: Two-Way Communication: Regularly uses two-way communication with families about student learning, behavior and wellness; responds promptly and carefully to communications from families.

- Engages in effective open dialog - verbal or written (interactions/interventions and health outcomes are documented in health record)
- Keeps families informed of health office visits involving significant injuries or illness (refers to medical provider when indicated)
- Apprises families of progress and issues in chronic disease management (refer to medical provider when indicated)
- Apprises families of concerns regarding possible behavioral mental health issues and jointly develops plan to address them (assists staff in identifying at risk students and assists in appropriate referral)

- Demonstrates positive, respectful interactions with families
- Responds promptly to parent calls and other requests for information

IV: Professional Culture: Performance related to Standard IV is on target.

IV-A-1: Reflective Practice: Regularly reflect on the effectiveness of instruction, supports and interactions with students (individually and with colleagues) and uses insights gained to improve practice and student outcomes.

- Reviews health office data, including return to class rate and number and type of health office visit to determine strategies for improving outcomes
- Attends meetings with colleagues to discuss student issues (IHCP, 504, IEP) and updates plans as indicated
- Reflects on appropriate clinical skills and identifies areas of need to enhance knowledge of specific clinical skill (self assessment)
- Identifies and develops skills utilizing appropriate communication techniques with parents/families (ESHS monthly data collection for parent/guardian communication)

IV-A-2: Goal Setting: Proposes challenging, measurable professional practice, team and student learning goals that are based on thorough self-assessment and analysis of student data

- Sets annual goals based on health office data
- Identifies and addresses clinical practice/skill needs

IV-B-1: Professional Learning and Growth: Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities and other resources to gain expertise.

- Attends continuing education programs (record of professional development certificates)
- Meets with district nursing colleagues
- Supports/collaborates with the nurse leader with health program goals
- Maintains nursing license and ESE licensure

IV-C-1: Professional Collaboration: Consistently and effectively collaborates with colleagues through shared planning and informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.

- Collaborates with administrative and educational staff through staff meetings and membership in student support and crises teams
- Develops IHCP and contributes to 504 plans and IEP process
- Collaborates with counselors and other specialized instructional support personnel

IV-C-2: Consultation: Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral and social/emotional learning experiences for students whom responsibility is shared.

- Consults with administrative and teaching staff to address health issues that may impact student learning
- Identifies and establishes a confidential, non-judgmental environment when consulting
- Consults with nursing colleagues and other healthcare providers (establish best practices) as well as improve practice in specific areas (develop emergency action plans)

IV-D-1: Decision-Making: Contributes relevant expertise to planning and decision making at the school, department and grade level.

- Collaborates with administration and other colleagues sharing their expertise to make appropriate health and safety decisions for students and staff (uses evidence and research to make informed decisions)
- Assists in decision making including but not limited to school safety, policy development, crises interventions, field trips and school activities (attends school building/district meetings as required to provide health/nursing perspective)

IV-E-1: Shared Responsibility: Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students and contributes to their learning by sharing responsibility for meeting their needs.

- Upholds the Standards of Conduct for the Professional Nurse (meets the Professional Standards of Conduct as determined by the MA Board of Registration for Nursing)
- Consistently sets high expectations for student behavior and learning in the health office (provides appropriate education and supervision)

IV-F-2: Reliability and Responsibility: Consistently fulfills professional responsibilities; is punctual and reliable with paperwork, duties and assignments; and is not often absent from school.

- Consistently present in health office per school contract (good attendance)
- Maintains computerized, up to date student health record (reliable with paperwork)
- Attends required meetings in accordance with safe nursing practice (staff and faculty meetings per contract)
- Responds and demonstrates clinical skills necessary to address emergency situations
- Performs all required nursing responsibilities and professional duties according to the Nurse Practice Act and district policies

The educator shall have the opportunity to respond in writing to the formative assessment as per [603 CMR 35.06\(5\)\(c\)](#) on the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____