



This document may be used to report observed behaviors and feedback to be delivered to School Nurses.

ROLE	EXPECTATION	INDICATOR		OBSERVATION	FEEDBACK
SCHOOL NURSES	Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible	1.A	Designs and incorporates developmentally appropriate evidence-based practices from research findings into services. 📄		
		1.B	Demonstrates knowledge of effective services that reduce barriers to and support learning across the home, school and community settings.		
	Establishes a Safe, Inclusive and Respectful Learning Environment	2.A	Demonstrates knowledge of, interest in and respect for diverse students' communities and cultures in a manner that increases equity.		
		2.B	Implements high, clear expectations for student behavior, including self-advocacy.		
	Plans, Delivers and Monitors Services that Facilitates Learning	3.A	Provides services and/or specially designed instruction aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures and the individual needs of students. 📄 💬		
		3.B	Utilizes multiple sources of data to identify the need for and design of services that meet the needs of individual students and schools. 📄 💻		
		3.C	Monitors and adjusts services as needed to ensure continuous progress toward achieving academic standards, social and emotional goals of students, schools, and the district. 📄 👁️ 💬		

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SCHOOL NURSES	Reflects on Practice	4.A	Demonstrates self-awareness, reflects on practice with self and others and acts on feedback.		
		4.B	Pursues opportunities for professional growth which contributes to students' and schools' growth and a culture of inquiry.		
	Demonstrates Collaboration, Advocacy and Leadership	5.A	Advocates for and engages students, families and the community in support of improved students' achievement. 		
		5.B	Collaborates with school teams to positively impact students' outcomes. 		
		5.C	Builds capacity among colleagues and demonstrates service to students, school, district and the profession.		