### Wisconsin Pupil Services Evaluation System: School Nurse Rubric

**Levels of Performance**

**Emerging:** Bases decisions on previous professional experiences—may or may not be specifically related to school nursing, learning expectations of school nurse position, asks questions and asks where to find answers.

**Basic:** Understands the level of care needed in the school setting, makes contributions to the school setting, has beginning resources to turn to.

**Proficient:** Provides appropriate individualized and population care in the school setting, makes contributions to the school setting and school nurse profession, is prepared for events that may occur, relies on previous school experiences.

**Exemplary:** Provides extraordinary individualized/population-based care even in the most complex situations, has contributed to the school setting, as well as to the broader school nurse/health profession based on data and research, sets or completes high professional development goals.

(University of Michigan)

There are five required components. The remaining components are optional and are determined at the district level each year of the evaluation cycle (1 year or up to 3 years).

<table>
<thead>
<tr>
<th>Component Number and Description</th>
<th>Descriptors: Level 1 Emerging</th>
<th>Descriptors: Level 2 Basic</th>
<th>Descriptors: Level 3 Proficient</th>
<th>Descriptors: Level 4 Exemplary</th>
<th>Required or Optional</th>
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<tbody>
<tr>
<td><strong>Component 1.0 Assessment</strong></td>
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<td>Description: The school nurse collects, analyzes, and makes practice decisions based on pertinent student or situational health data.</td>
<td>O Demonstrates the ability to access and follow district policies, procedures, protocols in data collection from students and health office programs.</td>
<td>O Initiates access and use of district policies, procedures, protocols in data collection from students, parents, staff, and health office programs.</td>
<td>O Assists in educating others on the need for reviewing current policies, procedures, and protocols, in data collection of student and program information that follow state and federal laws.</td>
<td>O Applies current policies, procedures, and protocols in data collection to advance the health of their students.</td>
<td>O Optional</td>
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<td>O Collects, documents, and evaluates student interactions, screenings, and emergency situations, according to established guidelines.</td>
<td>O Collects, documents, and analyzes focused data obtained through comprehensive student, parent, and staff interactions.</td>
<td>O Independently collects, prioritizes, documents, and evaluates individual and collective student health data using current best practice guidelines.</td>
<td>O Collects, synthesizes, and reports out data in order to develop a plan of action to improve comprehensive care and programming for all students and populations responsible for.</td>
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<td>O Requests assistance in developing ways to evaluate data collection</td>
<td>O Obtains health history assessments and prioritizes care for</td>
<td>O Prioritizes health care information and data on</td>
<td>O Collectively develops and supports appropriate data</td>
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<tr>
<td>Component 2.0 Diagnosis</td>
<td>Description: The school nurse reviews and analyzes assessment data in order to determine the focus/nursing diagnosis/issue.</td>
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<td>O Begins to assign appropriate nursing diagnosis to individual students based on nursing assessment data.</td>
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<td>O Requests guidance on nursing diagnoses or focus in complex situations.</td>
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<td>O Defines the focus or nursing diagnosis based on review of the assessment data.</td>
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<td>O Attempts identification of nursing diagnoses or focus based on data assessment in more complex situations.</td>
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<td>O Analyzes assessment data using critical thinking skills to determine appropriate nursing diagnoses or health issues.</td>
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<td>O Identifies gaps between assessment data and determining diagnoses or focus.</td>
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<td>O Uses high level critical thinking skills to determine trends in student diagnoses or health issues to formulate district programming.</td>
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<td>O Proposes new concepts or wording in the nursing diagnosis process based on research.</td>
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<td>O Directs or guides others in formulating appropriate nursing diagnoses identification.</td>
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<tr>
<th>Component 3.0 Outcomes Identification</th>
<th>Description: The school nurse identifies expected outcomes for a plan that is individualized to the student or the situation.</th>
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<td></td>
<td>O Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate.</td>
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<td>O Begins to identify health disparities and inequities and its effect on educational achievement.</td>
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<td>O Identifies expected short-term student health and educational outcomes based on the nursing diagnoses.</td>
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<td>O With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities.</td>
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<td>O Determines outcomes with consideration of resources, including nurses other responsibilities that are needed and available.</td>
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<td>O Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate.</td>
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<td>O Independently identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities.</td>
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<td>O Considers risks, costs, benefits and scientific evidence in the development of outcomes.</td>
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<td>O Mentors proficient school nurses in the role of case manager for students with health needs.</td>
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<td>O Identifies and uses trends in student outcomes to guide district planning for future school programs.</td>
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<td>O Acts as a resource for the school community in the development of health and educational outcomes for students.</td>
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| Collection tools and plans for use with medically complex student populations. |
| O Designs, implements, and evaluates district-wide data collection processes. |

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<tr>
<td>Component 4.0 Planning</td>
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<tr>
<td><strong>Description:</strong> The school nurse develops a plan that outlines strategies to attain expected outcomes.</td>
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<th></th>
<th>O Constructs and documents student health outcomes that are measurable and include a reasonable time frame.</th>
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<tr>
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<td>O Constructs and documents student health and educational outcomes that are measurable, expressed in educational terms and include a reasonable time frame.</td>
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<td></td>
<td>O Serves as case manager for student with health needs.</td>
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<th></th>
<th>O Establishes a plan of care and documentation for health office visits to meet the immediate basic needs, injuries, illnesses and social emotional needs.</th>
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<tr>
<td></td>
<td>O Initiates the individual health care plan utilizing information from the nursing assessment and identified outcomes.</td>
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<td>O Differentiates between the utilization of the individual and emergency action plans.</td>
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<td>O Documentation of the individual and emergency health care plans.</td>
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<td>O Communicates the health care plans to the student.</td>
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<th></th>
<th>O Establishes a plan of care to meet the health promotion, health education and social-emotional needs.</th>
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<tr>
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<td>O Establishes plans which incorporates physical, emotional, social, spiritual and cultural components.</td>
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<td>O Seeks consultation from student, parents, educational professionals, and community health care providers.</td>
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<td>O Recognizes the use of health care plans as it relates to students utilizing regular education, IEPs and Section 504 Accommodation Plans.</td>
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<td>O Communicates the health care plans to the student, parents and staff.</td>
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<th></th>
<th>O Incorporates health promotion, education and prevention activities for students making health office visits.</th>
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<td>O Establishes an efficient system for documentation of health office visits and care.</td>
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<td>O Integrates self-care model addressing a student or group of student's health care knowledge and skill deficit.</td>
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<td>O Collaborates with school nursing colleagues, medical advisors and nursing educators in developing a plan of care for students with complex, and special health care needs.</td>
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<td>O Establish a planning process which incorporates local, state and federal laws in school nursing practice.</td>
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<th>O Develops procedures and guidelines consistently utilizing standards of care, health care trends, promising, and evidence based practice.</th>
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<tr>
<td></td>
<td>O Utilizes national and international research in the planning of care for students with complex and special health care needs, and in health promotion, education, and prevention activities for all students, staff, and families.</td>
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<p>|   | O Optional |</p>
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<tr>
<th>Component 5.0 Implementation</th>
<th>O Collaborates with principal/administrator to identify and designate Unlicensed Assistive Personnel (UAP) who are best suited for delivery of care as applicable.</th>
<th>O Provides care to ill and injured according to standards of care.</th>
<th>O Oversees delivery of prescribed interventions and monitors activities of Unlicensed Assistive Personnel (UAP).</th>
<th>O Actively participate in the development and continuous improvement of systems that improves the implementation plans.</th>
<th>O Optional</th>
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<tr>
<td>Description: The school nurse implements interventions identified in the plan of care or action.</td>
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<tr>
<td>Component 5.1 Coordination of Care</td>
<td>O Trains staff as applicable in performing health care tasks and procedures.</td>
<td>O Shares individual health plans with appropriate staff and monitors to ensure plan is followed.</td>
<td>O Incorporates the individualized healthcare plan into the student's educational day and afterschool activities.</td>
<td>O Advocates for the delivery of dignified, culturally competent, developmentally appropriate, and humane care by the interprofessional team.</td>
<td>O Optional</td>
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<tr>
<td>Description: The school nurse coordinates health care delivery.</td>
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<td>O Maintains training roster and, delegation (skills training) records.</td>
<td>O Documents coordination of care.</td>
<td>O Provides case management and actively collaborates with staff, students, families, and other health care providers to promote self-management and optimal care during school hours.</td>
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<tr>
<td>Component 5.2 Health Teaching and Health Promotion</td>
<td>O Provides information on various health topics to school staff as requested.</td>
<td>O Serves as a resource to school staff regarding health education.</td>
<td>O Designs health information material and activities appropriate to developmental level, learning needs, readiness to learn, and cultural values and beliefs.</td>
<td>O Promotes health, wellness, self-care and safety through education of the school community regarding health issues.</td>
<td>O Optional</td>
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<tr>
<td>Description: The school nurse provides health education and implements strategies to promote health and a safe environment.</td>
<td>O Provides health counseling for students and their families to maximize classroom participation.</td>
<td>O Coordinates education of staff on various health issues and interprets students health needs to school personnel.</td>
<td>O Seeks opportunities for feedback and evaluation of the effectiveness of strategies used.</td>
<td>O Evaluates and interprets students health needs to school personnel.</td>
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<tr>
<td>Component 5.3 Consultation</td>
<td>O Identifies resources to support recommendations provided to staff, parents, and school community.</td>
<td>O Provides, appropriate, and effective health consultation with appropriate school</td>
<td>O Partners with others to effect change and generate positive outcomes through</td>
<td>O Provides comprehensive, appropriate, and effective health</td>
<td>O Optional</td>
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<tr>
<td>Description: The school nurse provides consultative health services in order to</td>
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<td>Component 6.0 Evaluation</td>
<td>Description: The school nurse evaluates progress toward the accomplishment of identified outcomes.</td>
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<td>Reviews plans to evaluate whether or not they were implemented as specified.</td>
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<td>Identifies data sources needed to determine outcomes and student's response to plan.</td>
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<td>Documents the results of the evaluation according to district policies and procedures.</td>
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<td>Revises the plan as needed.</td>
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<td>Uses a systematic and continuous process to evaluate whether or not plans were implemented as specified, and expected health outcomes were achieved.</td>
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<td></td>
<td>Involves the student and others in evaluation of attainment of expected outcomes and response to interventions.</td>
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<td>Documents the results of the evaluation according to district policies and procedures.</td>
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<td>Revises the plan as needed.</td>
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<td>Uses a systematic and continuous process to evaluate outcomes in relation to the structures and processes prescribed by the plan.</td>
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<td>In collaboration with the student and others, determines whether student outcomes had the desired impact on health and educational progress.</td>
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<td></td>
<td>Evaluates accuracy of diagnosis and effectiveness of interventions in relation to attainment of expected student outcomes.</td>
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<td>Communicates results of evaluation to student and others and develops a revised plan as needed.</td>
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<td>Develops systems for implementation and outcome evaluation.</td>
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<td>Uses aggregated data from student outcomes to effect change to policies and procedures, and promote school health programs that support student learning and healthy development.</td>
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<td>Monitors evaluation research and evidence-based literature to advance personal learning, share knowledge and recommend changes in evaluation practice, policy or procedures.</td>
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<th>Component 7.0 Ethics</th>
<th>Description: The school nurse integrates ethical decision-making in all areas of practice.</th>
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<td></td>
<td>Seeks out and uses the American Nurses Association (ANA) and the National Association of School Nurses (NASN) Code of Ethics, state and federal health laws, including HIPAA, nursing ethical standards, and follows regulations relating to privacy and confidentiality.</td>
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<td>Adheres to educational and healthcare laws, including HIPAA, nursing ethical standards, and follows regulations relating to privacy and confidentiality.</td>
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<td>Establishes and is part of a network of resources for consultation in resolving ethical dilemmas or issues regarding FERPA.</td>
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<td>Develops policies, procedures, and professional development activities that promote staff education and development.</td>
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improve and effect change in the health status of individuals or populations.
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<tr>
<th>Component 8.0 Education</th>
<th>Description: The school nurse attains the knowledge, skills, and competencies required for quality practice in schools.</th>
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<td>local guidance in making decisions on practice issues, and asks questions with regards to Health Insurance</td>
<td>confidentiality, including FERPA.</td>
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<tr>
<td>Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) privacy and confidentiality laws.</td>
<td>O Facilitates discussion and resolution of ethical dilemmas of students, colleague or systems.</td>
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<tr>
<td>O Seeks guidance from supervisor in situational decision-making.</td>
<td>O Recognizes ethical dilemmas involving students, colleagues, or systems, and participates in resolving them with assistance.</td>
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<td>O Delivers care in a manner that preserves and protects the autonomy, dignity, and rights of students and families.</td>
<td>O Educes others about therapeutic and professional student-nurse relationships and role boundaries.</td>
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<td>O Maintains therapeutic and professional student-nurse relationships with appropriate professional roles.</td>
<td>adherence to ethical standards related to: students, families, colleagues, and self.</td>
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<tr>
<td>O Identifies need for additional training, skills, and/or knowledge and sources to obtain these.</td>
<td>O Acts as consultant to others to resolve ethical issues or HIPAA/FERPA questions of students, colleagues or within systems.</td>
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<tr>
<td>O Demonstrates limited knowledge and competency specific to current nursing practice.</td>
<td>Seeks out and engages in professional learning opportunities to maintain clinical and professional skills.</td>
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<td>O Identifies a system to maintain professional records.</td>
<td>O Demonstrates knowledge and competency that reflects current school nursing practice.</td>
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<td>O Maintains basic nursing certification (state nursing licensure, CPR).</td>
<td>O Maintains professional records that provide evidence of competency and lifelong learning.</td>
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<tr>
<td>O Engages in professional development activities.</td>
<td>O Maintains certifications, yearly CEUs and professional memberships.</td>
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<tr>
<td>O Demonstrates basic knowledge and competency specific to current school nursing practice.</td>
<td>REQUIRED</td>
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<tr>
<td>O Has some records of professional development activities.</td>
<td>O Provides professional learning opportunities for school nurse colleagues (presents at conferences, writes professional articles).</td>
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<tr>
<td>O Maintains basic nursing certification, screening skills and yearly CEUs.</td>
<td>O Maintains professional records that provide evidence of competency and lifelong learning.</td>
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<td>Component 9.0 Evidence-based Practice</td>
<td>O Begins to identify evidence and researched based findings when making decisions regarding nursing practice.</td>
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<td>O Investigates possible data collections.</td>
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<td>O Minimal awareness of current school nursing issues and trends.</td>
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<td>Component 10.0 Quality of Practice</td>
<td>O Participates in some quality improvement activities for local education unit.</td>
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<tr>
<td>Description: The school nurse contributes to quality nursing practice.</td>
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<tr>
<td>Component 11.0 Communication</td>
<td>O Conveys information to students, staff, parents, administrators in formats that promote understanding.</td>
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<td>Description: The school nurse interacts effectively with others.</td>
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<td>O Understand regulations pertaining to privacy and</td>
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| Component 12.0 Leadership | O Demonstrates basic understanding of school nurse role and responsibility. | O Seeks guidance from school leader or mentor as needed for professional growth. | O Demonstrates knowledge of the school districts’ mission and vision and integrates that into practice. | O Serves in key roles in the school setting by participating on committees, councils, etc. 
O Coordinates professional development and other initiatives to improve school health with measurable outcomes. 
O Maintains membership and leadership positions in professional organizations. | O Optional |
|--------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|----------------|
| **Component 13.0 Collaboration** | O Seeks guidance in building relationships with students, families, staff and outside agencies to meet student health needs and goals. 
O Provides student health information upon request to maintain safety in school setting. | O Independently builds relationships with students, families, staff and outside agencies to meet student health needs and goals. 
O Shares knowledge of student health information anticipating impact in school setting. | O Advocates for collaboration among students, families, staff and outside agencies to meet student health needs and goals. 
O Coordinates management of students with complex health needs in school setting. | O Initiates collaborative work among students, families, staff and outside agencies to meet student health needs and goals. 
O Assists students and families with connecting to outside agencies and resources for health needs and goals when school and life transitions occur. | **REQUIRED** |
| **Component 14.0 Professional Practice** | O Obtains informal feedback regarding one’s own practice from students, staff, administrators, professional colleagues. | O Solicits input from supervisor, peers, principals, staff, parents and students and uses that information to improve practice. 
O Takes action to achieve goals identified | O Engages in self-reflection and self-evaluation of practice, identifying areas of strength as well as areas in which professional development would be beneficial. | O Engages in self-reflection and self-evaluation of practice as well as participating in peer review as appropriate. 
O Enhances one’s own professional nursing practice or role | **REQUIRED** |
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<tr>
<th><strong>Component 15.0 Resource Utilization</strong></th>
<th><strong>Component 16.0 Environmental Health</strong></th>
<th><strong>Component 17.0 Program Management</strong></th>
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<tr>
<td><strong>Description:</strong> The school nurse considers safety, effectiveness, cost, quality, and impact on practice in the planning and delivery of school nursing services.</td>
<td><strong>Description:</strong> The school nurse practices in an environmentally safe and healthy manner.</td>
<td><strong>Description:</strong> The school nurse organizes and manages school health services.</td>
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<tr>
<td>O Identifies environmental health risks to students, staff and visitors and reports to supervisor.</td>
<td>O Promotes a practice environment that reduces environmental health risks. O Uses scientific evidence to determine whether a product or treatment is a potential environmental threat.</td>
<td>O Supervises, trains, and/or orients UAP consistent with school's job description for the school nurse. O Serves on school's health and wellness committee. O Maintains and utilizes available school health resources.</td>
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<tr>
<td>O Identifies critical health needs of school population and develops appropriate interventions to maximize resources.</td>
<td>O Participates in strategies that promote emotionally and physically healthy communities. O Facilitates the assessment of the practice environment for factors that negatively affect health in the school setting including safe staffing ratios, food safety, sound, odor, chemicals, mold, noise, and light.</td>
<td>O Demonstrates knowledge of the existing school health program and current health trends that may affect school health. O Acts as a resource to the school's health program. O Interprets the role of the school nurse in the</td>
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<tr>
<td>O Follows district procedures for ordering and maintaining health office supplies and equipment.</td>
<td>O Initiates strategies that promote emotionally and physically healthy communities. O Advocates for various aspects of school safety (tobacco free schools, air quality, playground and sports safety, substance abuse prevention, anti-bullying, sanitation, etc.). O Creates or participates in partnerships that promote sustainable environmental health policies, including efforts to promote access to healthy foods and physical activity.</td>
<td>O Assesses current school health program and identifies areas for improvement. O Initiates changes to the school health program based on assessment.</td>
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<tr>
<td>O Assists students and families in obtaining appropriate services within the school and community.</td>
<td></td>
<td>O Evaluates on-going school health programs and communicates effectiveness to school and community stakeholders as appropriate. O Facilitates cooperation between schools and communities on public health issues.</td>
</tr>
<tr>
<td>O Provides evidence for practice decisions and actions as part of the informal and formal evaluation process.</td>
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References:
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