

School Nurses - PLANNING AND PREPARATION

| ELEMENT | Level Of Performance | | | |
|---|--|---|--|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Demonstrating medical knowledge and skill in nursing techniques | Nurse demonstrates little understanding of medical knowledge and nursing techniques. | Nurse demonstrates basic understanding of medical knowledge and nursing techniques. | Nurse demonstrates understanding of medical knowledge and nursing techniques. | Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques. |
| Demonstrating knowledge of child and adolescent development | Nurse displays little or no knowledge of child and adolescent development. | Nurse displays partial knowledge of child and adolescent development. | Nurse displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns. |
| Demonstrating knowledge of government, community, and district regulations and resources | Nurse demonstrates little or no knowledge of government regulations and resources for students available through the school or district. | Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school. | Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community. |

School Nurses: THE ENVIRONMENT

| ELEMENT | Level Of Performance | | | |
|---|--|---|--|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Creating an environment of respect and rapport | Nurse's interactions with at least some students are negative or inappropriate. | Nurse's interactions with students are a mix of positive and negative. | Nurse's interactions with students are positive and respectful. | Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship. |
| Establishing a culture of health and wellness | Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers. | Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. | Nurse promotes a culture throughout the school for health and wellness. | The culture of the school for health and wellness, while guided by the nurse, is maintained by both teachers and students. |
| Following health protocols and procedures | Nurse's procedures for the nursing office are nonexistent or in disarray. | Nurse has rudimentary and partially successful procedures for the nursing office. | Nurse's procedures for nursing office work effectively. | Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. |
| Organizing physical space | Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored. | Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. | Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. | Nurse's office is efficiently organized and highly appropriate to the planned activities. Medications are properly stored and well organized |

School Nurses: DELIVERY OF SERVICE

| ELEMENT | Level Of Performance | | | |
|---|---|---|---|--|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Assessing student needs | Nurse does not assess student needs, or the assessments result in inaccurate conclusions. | Nurse's assessments of students needs are perfunctory. | Nurse assesses the student needs and knows the range of student needs in the school. | Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. |
| Administering medications to students | Medications are administered with no regard to state or district policies. | Medications are administered by designated individuals, but signed release forms are not conveniently stored. | Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed. | Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance. |
| Demonstrating flexibility and responsiveness | Nurse adheres to the plan or program, in spite of evidence of its inadequacy. | Nurse makes modest changes in the nursing program when confronted with evidence of the need for change. | Nurse makes revisions in the nursing program when they are needed. | Nurse is continually seeking ways to improve the nursing program and make changes as needed in response to student, parent, or teacher input. |

School Nurses: PROFESSIONAL RESPONSIBILITIES

| ELEMENT | Level Of Performance | | | |
|--|---|--|---|---|
| | INEFFECTIVE | PARTIALLY EFFECTIVE | EFFECTIVE | HIGHLY EFFECTIVE |
| Participating in a professional community | Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects. | Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so. | Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues. |
| Showing professionalism | Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. | Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality. | Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. | Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues |
| Maintaining health records in accordance with policy and submitting reports in a timely fashion | Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Nurse's reports, records, and documentation are generally accurate, but are occasionally late. | Nurse's reports, records, and documentation are accurate and are submitted in a timely fashion. | Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school. |