### School Nurse Summative

#### School Nurse I. Planning and Preparation for Learning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary</th>
<th>3 Proficient</th>
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</thead>
<tbody>
<tr>
<td>a) Knowledge</td>
<td>Demonstrates deep understanding of medical knowledge and nursing process. Demonstrates in-depth knowledge of child and adolescent development with the ability to integrate and individualize student and family care.</td>
<td>Demonstrates understanding of medical knowledge and nursing process. Demonstrates knowledge of child and adolescent development.</td>
<td>Demonstrates partial understanding of medical knowledge and nursing process and child adolescent development.</td>
<td>Demonstrates little understanding of medical knowledge, nursing process and child and adolescent development.</td>
</tr>
<tr>
<td>b) Regulations and resources</td>
<td>Has extensive knowledge of governmental regulations and resources for students, including those available through the school, in the district and in the community.</td>
<td>Displays awareness of government regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.</td>
<td>Displays awareness of government regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.</td>
<td>Displays little or no awareness of government regulations or of resources for students.</td>
</tr>
<tr>
<td>c) Respect and rapport with students</td>
<td>Establishes respect and rapport with students so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship.</td>
<td>Has positive and respectful interactions with students to cultivate comfort and trust in the student-nurse relationship.</td>
<td>Has some positive and negative interactions with students.</td>
<td>Has at least some interactions with students that are negative or inappropriate.</td>
</tr>
<tr>
<td>d) Health and wellness promotion</td>
<td>Advances culture in the school towards health and wellness and actively shares knowledge with teachers, staff and students.</td>
<td>Promotes a culture throughout the school for health and wellness.</td>
<td>Attempts to promote a culture throughout the school for health and wellness and is partially successful.</td>
<td>Makes no attempt to promote a culture for health and wellness among teachers, students or in the school as a whole.</td>
</tr>
<tr>
<td>e) Organizing physical space</td>
<td>Organizes office efficiently and appropriately for planned activities. Medications are properly stored and well organized. Actively seeks ways to enhance data management.</td>
<td>Organizes office appropriately for planned activities. Medications are properly stored and organized. Data management is thorough and up to date.</td>
<td>Is partially successful in organizing office appropriately. Medications are stored properly but are difficult to find. Data management is inconsistent.</td>
<td>Does not organize office, or office is organized inappropriately for planned activities. Medications are not properly stored. Data management is inadequate.</td>
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### School Nurse II. Delivery of Service

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<td>a) Assessing student and program needs</td>
<td>Expertly provides complex comprehensive assessments; displays advanced clinical knowledge when establishing a plan of care; observes and documents student responses; evaluates data to revise plan of care, and contribute to program planning.</td>
<td>Accurately assesses various and specialized health needs of students; establishes a plan of care; observes and documents student’s response; evaluates data to revise the plan of care, and support program planning.</td>
<td>Provides assessments of basic health needs, but does not create a detailed plan. Conducts perfunctory assessments of student needs that may not support program planning.</td>
<td>Displays limited ability to assess even basic healthcare needs, and does not formulate a plan.</td>
</tr>
<tr>
<td>b) Administering medications to students</td>
<td>Ensures that medications are administered by designated individuals per DPH protocol and appropriate forms are signed and conveniently stored. Shares knowledge of medication and importance with students.</td>
<td>Ensures that medications are administered by designated individuals per DPH protocol and appropriate forms are signed and conveniently stored.</td>
<td>Ensures that medications are administered by designated individuals per DPH protocol, but appropriate forms are not signed and/or conveniently stored.</td>
<td>Medications are administered with no regard to state or district policies, and appropriate forms are not signed.</td>
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<td>c) Wellness</td>
<td>Successfully promotes wellness through presentations that inspire students and/or families to assume active roles in furthering a healthy lifestyle.</td>
<td>Successfully presents the knowledge and attitudes that will help students and/or families acquire a healthy lifestyle.</td>
<td>Is partially successful in promoting wellness.</td>
<td>Is unsuccessful in promoting wellness.</td>
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**School Nurse III. Family & Community Engagement**

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<td>a) Respect</td>
<td>Interacts respectfully with families through words and actions; is sensitive to diverse family and community values and beliefs.</td>
<td>Communicates respectfully with families; is sensitive to diverse family and community values and beliefs.</td>
<td>Is sometimes insensitive to diverse family and community values and beliefs.</td>
<td>Is often insensitive to diverse family and community values and beliefs.</td>
</tr>
<tr>
<td>b) Expectations and Involvement</td>
<td>Is proactive and resourceful in providing thorough information to families about the delivery of healthcare as a whole.</td>
<td>Provides information to families about the delivery of healthcare as a whole.</td>
<td>Provides limited though accurate information to families about the delivery of healthcare as a whole.</td>
<td>Provides no information to families about the delivery of healthcare as a whole.</td>
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<td>c) Communication</td>
<td>Promptly and frequently involves all families, even those who are hard to reach, in supporting and caring for students with health-related concerns.</td>
<td>Updates families on students' health and suggests ways to support health at home; attempts to contact hard-to-reach families.</td>
<td>Updates easy-to-reach families about how to help their children with health-related concerns.</td>
<td>Makes little or no effort to contact families about ways to help their child at home with health-related concerns.</td>
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<tr>
<td>d) Responsiveness</td>
<td>Deals immediately and successfully with family concerns.</td>
<td>Responds promptly to family concerns.</td>
<td>Is slow to respond to some family concerns.</td>
<td>Does not respond to family concerns.</td>
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**School Nurse IV. Professional Responsibilities**

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<td>a) Reliability</td>
<td>Is punctual and reliable with paperwork, duties and assignments; keeps accurate and timely records. Is often willing to help out when situations arise.</td>
<td>Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records.</td>
<td>Occasionally skips assignments, makes errors in records, and misses paperwork deadlines.</td>
<td>Frequently skips assignments, makes errors in records, and misses paperwork deadlines.</td>
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<td>b) Professionalism</td>
<td>Demonstrates professional demeanor in words, action and appearance; always observes appropriate boundaries; models and teaches ethical principles.</td>
<td>Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries and adheres to ethical principles.</td>
<td>Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.</td>
<td>Is unprofessional in words, action and appearance; violates boundaries.</td>
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<td>c) Judgment</td>
<td>Uses sound judgment, maintains confidentiality and follows procedural safeguards. Promotes an atmosphere of sound judgment.</td>
<td>Uses sound judgment, maintains confidentiality, and follows procedural safeguards.</td>
<td>Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information when inappropriate.</td>
<td>Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information when inappropriate.</td>
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<td>d) Collaboration</td>
<td>Frequently contributes valuable ideas, expertise and actions; instills in others a desire to improve student learning.</td>
<td>Is a positive team player and contributes ideas, expertise and actions to improve student learning.</td>
<td>Occasionally suggests an idea aimed at improving student learning.</td>
<td>Rarely, if ever, contributes ideas that might help improve student learning.</td>
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### e) Openness

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<td>Actively seeks and responds constructively to feedback for improvement.</td>
<td>Listens thoughtfully to other viewpoints and responds constructively to suggestions and/or feedback.</td>
<td>Can sometimes be defensive and may not respond constructively to suggestions and/or feedback.</td>
<td>Is defensive about feedback and is not open to suggestions and/or feedback.</td>
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Enter Notes

### f) Growth

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<td>Actively seeks new ideas and practices from colleagues, workshops and other sources. Engages with colleagues to innovate practices.</td>
<td>Is open to new ideas and practices from colleagues, workshops and other sources. When appropriate, makes changes to practice.</td>
<td>Does not implement new ideas on their own, but can occasionally be persuaded to try out new practices.</td>
<td>Does not respond to ideas for improving teaching and learning.</td>
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**Progress Toward Goals (please check one)**

- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator made significant progress and should continue working as discussed.
- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator did NOT make significant progress on the goals. The evaluator will outline at the Fall goal-setting meeting what steps the educator should take next year to better meet the goals.
- The evaluator believes major growth is needed in the areas outlined below in order for the educator to meet expectations and continue on a self-directed growth plan throughout the course of the following year.

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**Growth needed (if checked above)**

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**Notes from meeting (optional)**

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**Plan Moving (please check one)**

- Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan
- Developing Educator Plan (All Non-PTS)