

School Nurse Summative

Date:

School Nurse I. Planning and Preparation for Learning

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Knowledge	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.	Demonstrates understanding of medical knowledge and nursing process. Demonstrates knowledge of child and adolescent development.	Demonstrates partial understanding of medical knowledge and nursing process and child adolescent development.	Demonstrates little understanding of medical knowledge, nursing process and child and adolescent development.
Enter Notes				
b) Regulations and resources	Has extensive knowledge of governmental regulations and resources for students, including those available through the school, in the district and in the community.	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.	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.	Displays little or no awareness of government regulations or of resources for students.
Enter Notes				
c) Respect and rapport with students	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.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-nurse relationship.	Has some positive and negative interactions with students.	Has at least some interactions with students that are negative or inappropriate.
Enter Notes				
d) Health and wellness promotion	Advances culture in the school towards health and wellness and actively shares knowledge with teachers, staff and students.	Promotes a culture throughout the school for health and wellness.	Attempts to promote a culture throughout the school for health and wellness and is partially successful.	Makes no attempt to promote a culture for health and wellness among teachers, students or in the school as a whole.
Enter Notes				
e) Organizing physical space	Organizes office efficiently and appropriately for planned activities. Medications are properly stored and well organized. Actively seeks ways to enhance data management.	Organizes office appropriately for planned activities. Medications are properly stored and organized. Data management is thorough and up to date.	Is partially successful in organizing office appropriately. Medications are stored properly but are difficult to find. Data management is inconsistent.	Does not organize office, or office is organized inappropriately for planned activities. Medications are not properly stored. Data management is inadequate.
Enter Notes				

Category Rating: I. Planning and Preparation for Learning

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				
Rubric Score: 0/0				

School Nurse II. Delivery of Service

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Assessing student and program needs	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.	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.	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.	Displays limited ability to assess even basic healthcare needs, and does not formulate a plan.
Enter Notes				
b) Administering medications to students	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.	Ensures that medications are administered by designated individuals per DPH protocol and appropriate forms are signed and conveniently stored.	Ensures that medications are administered by designated individuals per DPH protocol, but appropriate forms are not signed and/or conveniently stored.	Medications are administered with no regard to state or district policies, and appropriate forms are not signed.
Enter Notes				
c) Wellness	Successfully promotes wellness through presentations that inspire students and/or families to assume active roles in furthering a healthy lifestyle.	Successfully presents the knowledge and attitudes that will help students and/or families acquire a healthy lifestyle.	Is partially successful in promoting wellness.	Is unsuccessful in promoting wellness.

		Enter Notes		
d) Managing emergency situations	Develops plans for many emergency situations. Ensures student and staff understanding of plans in case of emergencies.	Develops plans for many emergency situations.	Develops plans for some emergency situations.	Has no contingency plans for emergency situations.
		Enter Notes		
e) Advocating for students	Proactively consults and advocates for students with administrators, teachers and support personnel.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
		Enter Notes		

Category Rating: II. Delivery of Service				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
		Enter Notes		
Rubric Score: 0/0				

School Nurse III. Family & Community Engagement				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Respect	Interacts respectfully with families through words and actions. Is sensitive to diverse family and community values and beliefs.	Communicates respectfully with families; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to diverse family and community values and beliefs.	Is often insensitive to diverse family and community values and beliefs.
		Enter Notes		
b) Expecations and Involvement	Is proactive and resourceful in providing thorough information to families about the delivery of healthcare as a whole.	Provides information to families about the delivery of healthcare as a whole.	Provides limited though accurate information to families about the delivery of healthcare as a whole.	Provides no information to families about the delivery of healthcare as a whole.
		Enter Notes		
c) Communication	Promptly and frequently involves all families, even those who are hard to reach, in supporting and caring for students with health-related concerns.	Updates families on students' health and suggests ways to support health at home; attempts to contact hard-to-reach families.	Updates easy-to-reach families about how to help their children with health-related concerns.	Makes little or no effort to contact families about ways to help their child at home with health-related concerns.
		Enter Notes		
d) Responsiveness	Deals immediately and successfully with family concerns.	Responds promptly to family concerns.	Is slow to respond to some family concerns.	Does not respond to family concerns.
		Enter Notes		

Category Rating: III. Family & Community Engagement				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
		Enter Notes		
Rubric Score: 0/0				

School Nurse IV. Professional Responsibilities				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Reliability	Is punctual and reliable with paperwork, duties and assignments; keeps accurate and timely records. Is often willing to help out when situations arise.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records.	Occasionally skips assignments, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, makes errors in records, and misses paperwork deadlines.
		Enter Notes		
b) Professionalism	Demonstrates professional demeanor in words, action and appearance; always observes appropriate boundaries; models and teaches to ethical principles.	Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries and adheres to ethical principles.	Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.	Is unprofessional in words, action and appearance; violates boundaries.
		Enter Notes		
c) Judgment	Uses sound judgment, maintains confidentiality and follows procedural safeguards. Promotes an atmosphere of sound judgment.	Uses sound judgment, maintains confidentiality, and follows procedural safeguards.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information when inappropriate.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information when inappropriate.
		Enter Notes		
d) Collaboration	Frequently contributes valuable ideas, expertise and actions; instills in others a desire to improve student learning.	Is a positive team player and contributes ideas, expertise and actions to improve student learning.	Occasionally suggests an idea aimed at improving student learning.	Rarely, if ever, contributes ideas that might help improve student learning.
		Enter Notes		

e) Openness	Actively seeks and responds constructively to feedback for improvement.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and/or feedback.	Can sometimes be defensive and may not respond constructively to suggestions and/or feedback.	Is defensive about feedback and is not open to suggestions and/or feedback.
Enter Notes				
f) Growth	Actively seeks new ideas and practices from colleagues, workshops and other sources. Engages with colleagues to innovate practices.	Is open to new ideas and practices from colleagues, workshops and other sources. When appropriate, makes changes to practice.	Does not implement new ideas on their own, but can occasionally be persuaded to try out new practices.	Does not respond to ideas for improving teaching and learning.
Enter Notes				

Category Rating: IV. Professional Responsibilities ▲				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				
Rubric Score: 0/0				

Overall Performance Rating

Overall Performance Rating (Must be proficient in all categories to mark proficient overall) ▲				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				
Rubric Score: 0/0				

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.

Growth needed (if checked above)

Notes from meeting (optional)

Plan Moving (please check one)

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