Galloway Township Public Schools
Evaluation Rubric – School Nurses

Nurse ____________________________                                                                 School ____________________________

Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>1a: Demonstrating medical knowledge and skill in nursing techniques</td>
<td>Nurse demonstrates little understanding of medical knowledge and nursing techniques.</td>
<td>Nurse demonstrates limited understanding of medical knowledge and nursing techniques.</td>
<td>Nurse demonstrates a solid understanding of medical knowledge and nursing techniques.</td>
<td>Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.</td>
</tr>
</tbody>
</table>

Sample Indicators of Proficiency

1. Formal/Informal Observations
2. Professional Development Pursued
3. Professional Development Provided

Notes

1b: Demonstrating knowledge of child and adolescent development

<table>
<thead>
<tr>
<th></th>
<th>Nurse displays little or no knowledge of child and adolescent development.</th>
<th>Nurse displays limited knowledge of child and adolescent development.</th>
<th>Nurse displays accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</th>
<th>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.</th>
</tr>
</thead>
</table>

Sample Indicators of Proficiency

1. Formal/Informal Observations
2. Nurse’s records
3. Conversations with Students
4. Conversations with Nurse about their Students
5. Conversations with Staff and Parents/Guardians
### Component

1c: Establishing goals for the nursing practice appropriate to the setting and the students served

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<tr>
<td>Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.</td>
<td>Nurse’s goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.</td>
<td>Nurse’s goals for the nursing program are clear and appropriate to the situation and to the age of the students.</td>
<td>Nurse’s goals for the nursing program are highly appropriate to the situation and to the age of the students and have been developed following consultations with students, parents, and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Indicators of Proficiency

1. Formal/Informal Observations
2. Professional Development Pursued
3. Professional Development Provided

### Notes

1d: Demonstrating knowledge of state, federal, community, and district regulations and resources

| Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Nurse displays awareness of state and federal regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Nurse displays awareness of state and federal regulations and resources for students available through the school or district and some familiarity with resources external to the school. | Nurse’s knowledge of state and federal regulations and resources for students is extensive, including those available through the school or district and in the community. |

### Sample Indicators of Proficiency

Galloway Township Public Schools Nurses Rubric 2013-2014
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#### 1e: Planning nursing interventions for both individuals and groups of students, integrated with the regular school program

- **Nurse’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.**
- **Nurse’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.**
- **Nurse’s plan includes the important aspects of work in the setting.**
- **Nurse’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.**

#### Sample Indicators of Proficiency

1. Healthcare plans
2. Formal / Informal Observations
3. Collaboration with others

#### Notes

```
1f: Developing a plan to self-evaluate the nursing program

- Nurse has no plan to self-evaluate the program or resists suggestions that such an evaluation is important.
- Nurse has a rudimentary plan to self-evaluate the nursing program.
- Nurse’s plan to self-evaluate the program is organized around clear goals and the collection of evidence which indicates the degree to which the goals have been met.
- Nurse’s self-evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
```
### Sample Indicators of Proficiency

1. Formal/Informal Observations
2. Reports/documentation
3. Anecdotal Records

### Notes
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Domain 2: The Environment

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<tbody>
<tr>
<td>2a: Creating an environment of respect and rapport</td>
<td>Nurse’s interactions with at least some students are negative or inappropriate.</td>
<td>Nurse’s interactions with students are a mix of positive and negative.</td>
<td>Nurse’s interactions with students are positive and respectful.</td>
<td>Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.</td>
</tr>
</tbody>
</table>

Sample Indicators of Proficiency

1. Procedures
2. Formal/Informal Observations
3. Reports/documentation
4. Language and displays that support positive character traits

Notes

2b: Establishing a culture for 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 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 in the school for health and wellness, is guided by the nurse, and is maintained by both teachers and students.

Sample Indicators of Proficiency

1. Interactions in whole/small group settings
2. Formal/Informal Observations
3. Nurse Responses promote student knowledge

Notes
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<tr>
<td>2c:</td>
<td>Nurse’s procedures for the nursing office are nonexistent or in disarray.</td>
<td>Nurse has rudimentary and partially successful procedures for the nursing office.</td>
<td>Nurse’s procedures for the nursing office work effectively.</td>
<td>Nurse’s procedures for the nursing office are seamless, and able to anticipate unexpected situations.</td>
</tr>
</tbody>
</table>

Sample Indicators of Proficiency
1. Formal/Informal Observations

Notes

| 2d: Supervising delegates | No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor delegates’ activities. | Nurse’s efforts to establish guidelines for delegated duties are partially successful. Nurse monitors delegates activities sporadically. | Nurse has established guidelines for delegated duties and monitors delegates’ activities. | Delegates work independently, indicating clear guidelines for their work. Nurse’s supervision is subtle and professional. |

Sample Indicators of Proficiency
1. Written expectations
2. Discussion/Comments
3. Formal/Informal Observations
4. Written Tests

Notes

| 2e: 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 is highly appropriate to the planned activities. Medications are properly stored and well organized. |
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<tr>
<td>Sample Indicators of Proficiency</td>
<td>1. Formal and informal observations of the physical space.</td>
<td>2. Organization and Neatness of Room</td>
<td></td>
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Notes
## Domain 3: Delivery of Service

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<tr>
<td>3a: Assessing student needs</td>
<td>Nurse does not assess student needs, or the assessments result in inaccurate conclusions.</td>
<td>Nurse’s assessments of student needs are perfunctory.</td>
<td>Nurse assesses student needs and knows the range of student needs.</td>
<td>Nurse conducts detailed and individualized assessment of student needs and reaches accurate/appropriate conclusions.</td>
</tr>
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</table>

### Sample Indicators of Proficiency

1. Formal / Informal Observations
2. Materials / documents utilized

### Notes

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<td>3b: Administering medications to students</td>
<td>Medications are administered with no regard to state or district policies.</td>
<td>Medications are administered by the school nurse or delegate but required documents are not filed appropriately</td>
<td>Medications are administered by the school nurse or delegate and required documents are filed appropriately and available when needed.</td>
<td>Medications are administered by the school nurse or delegate and required documents are filed appropriately and available when needed. Students take an active role in medication compliance.</td>
</tr>
</tbody>
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### Sample Indicators of Proficiency

1. Formal / Informal Observations
2. Record keeping per District policy

### Notes

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<td>3c: Promoting wellness in the school setting</td>
<td>Nurse fails to work with students to promote wellness.</td>
<td>Nurse’s efforts to promote wellness are partially effective.</td>
<td>Nurse’s interactions result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.</td>
<td>Nurse’s interactions are effective, and students assume an active role in the school in promoting a healthy lifestyle.</td>
</tr>
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### Sample Indicators of Proficiency

1. Formal / Informal Observations
### Galloway Township Public Schools
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#### Component

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<th>3d: Managing emergency situations</th>
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</thead>
<tbody>
<tr>
<td>Nurse has no contingency plans for emergency situations.</td>
</tr>
<tr>
<td>Nurse’s plans for emergency situations have been partially developed for the most frequently occurring situations but not others.</td>
</tr>
<tr>
<td>Nurse’s plans for emergency situations have been developed for many situations.</td>
</tr>
<tr>
<td>Nurse’s plans for emergency situations have been developed for all situations. Students and teachers have learned their responsibilities in case of emergencies.</td>
</tr>
</tbody>
</table>

#### Sample Indicators of Proficiency

1. Emergency records/materials
2. Anecdotal records
3. Formal and informal observation

#### Notes

<table>
<thead>
<tr>
<th>3e: Demonstrating flexibility and responsiveness</th>
</tr>
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<tbody>
<tr>
<td>Nurse adheres to the plan or practice in spite of evidence of its inadequacy.</td>
</tr>
<tr>
<td>Nurse makes modest changes in the nursing practice when confronted with evidence of the need for change.</td>
</tr>
<tr>
<td>Nurse makes revisions in the nursing practice when they are needed.</td>
</tr>
<tr>
<td>Nurse is continually seeking ways to improve the nursing practice and makes changes as needed.</td>
</tr>
</tbody>
</table>

#### Sample Indicators of Proficiency

1. Formal / Informal Observations
2. Anecdotal records

#### Notes
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### Component: 3f. Collaborating with staff to address health issues which may impact learning for students with diverse medical needs.

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<tr>
<td>Nurse declines to collaborate with classroom teachers and staff to address health issues which impact learning.</td>
<td>Nurse collaborates with classroom teachers and staff in developing Individual Health Care Plans when specifically asked to do so.</td>
<td>Nurse initiates collaboration with classroom teachers and staff in developing Individual Health Care Plans when needed.</td>
<td>Nurse initiates collaboration with classroom teachers and staff to address individual health care needs of students that impact learning and locates additional resources from outside the school.</td>
<td></td>
</tr>
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### Sample Indicators of Proficiency

1. Formal / Informal Observations
2. Anecdotal records

### Notes
# Galloway Township Public Schools
## Evaluation Rubric – School Nurses

### Domain 4: Professional Responsibilities

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<tr>
<td>4a: Reflecting on practice</td>
<td>Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.</td>
<td>Nurse’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</td>
<td>Nurse’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.</td>
<td>Nurse’s reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.</td>
</tr>
</tbody>
</table>

### Sample Indicators of Proficiency
- Reflections on Observations
- Informal Discussions
- Pre/Post Observation meetings

### Notes

| 4b: 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 manner. | Nurse’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school. |

### Sample Indicators of Proficiency
- Records and documentation
- Permanent records updated in accordance with district procedures.
- System in place for anecdotal records
- Appropriate documentation for IEP/Special Education and I&RS/MAT meetings
## Galloway Township Public Schools
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<tr>
<td>4c: Communicating with families</td>
<td>Nurse provides no information to families, either about the nursing program as a whole or about individual students.</td>
<td>Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.</td>
<td>Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.</td>
<td>Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.</td>
</tr>
</tbody>
</table>

### Sample Indicators of Proficiency

1. Communication with Parents/Guardians with Special Needs (i.e. another language)
2. Appropriate use of email correspondence (i.e. not used for sensitive information)
3. Communication conducted during appropriate times and in appropriate locations

### Notes

| 4d: 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’s relationships with colleagues are cordial and nurse makes independent contributions to school and district events. | Nurse’s relationships with colleagues are cordial, and nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues. |

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Sample Indicators of Proficiency
1. Participation in school and district based committees
2. Providing Professional Development (turn-key, sharing expertise with staff)
3. Documentation related to PLC
4. Documentation of Independent Study (i.e. research, professional articles read, etc)
5. Documentation of service to school, and District events.
6. Serving as a mentor
7. Hosting a student Nurse/field placement student

Notes

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<td>4e: Engaging in professional development</td>
<td>Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.</td>
<td>Nurse’s participation in professional development activities is limited to those that are convenient or are required.</td>
<td>Nurse seeks out opportunities for professional development based on an individual assessment of need.</td>
<td>Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</td>
</tr>
</tbody>
</table>

Sample Indicators of Proficiency
1. Professional Development Pursued
2. Professional Development Provided
3. Providing Professional Development (turn-key, sharing expertise with staff)
4. Fostering dialogue with peers and administration regarding practices
5. Conducts research

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# Galloway Township Public Schools
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### Notes

| 4f: Demonstrates 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. |

### Sample Indicators of Proficiency

1. Verbal, written and digital communication demonstrate ethical conduct
2. Standards of honesty, integrity & confidentiality are held high
3. Communication is timely and conducted with appropriate / relevant staff in venues that ensure confidentiality is maintained.
4. Formal / Informal observations

### Notes