

**School Nurses Assessment Rubric – Domain 1
PLANNING AND PREPARATION**

Domain I for School Nurses: Planning and Preparation

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a : 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 accurate understanding of medical knowledge and nursing techniques.	Nurse demonstrates accurate and extensive understanding of medical knowledge and actively seeks new nursing techniques.
1b: Demonstrating knowledge of child and adolescent development.	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays basic knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental 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.
1c: Establishing goals for the nursing programs that are based on state and national standards appropriate to the setting and the students served.	Nurse has no clear goals for the nursing program, or the goals are inappropriate to either the situation or the age of the students.	Nurse’s goals for the nursing program are basic and are partially suitable to the situation and the age of the students.	Nurse’s goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse’s goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of district policies, state and federal regulations and of resources within and beyond the school district.	Nurse demonstrates little or no knowledge of governmental 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.
1e: Planning the nursing program for both individuals and	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall	Nurse’s plan uses district and state standards as guiding principals and includes a number of multiple and varied activities but some are not	Nurse’s plan uses district and state standards as guiding principals and includes a number of multiple and varied activities that are aligned with	Nurse’s plan is standards based and is highly coherent and serves to support not only the students individually

School Nurse Rubric

Form A

groups of students, integrated with the district's program.	structure.	aligned with the broader goals.	the broader goals.	and in groups, but also the broader educational program.
1f: Developing a plan to reflect upon and monitor the nursing program	Nurse has no plan to reflect and monitor the program or resists suggestions that such an evaluation is important.	Nurse has a basic plan to reflect and monitor the nursing program.	Nurse's plan to reflect and monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with multiple and varied sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Nurses: The Environment

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Nurse's interactions with at some students, staff, and parents are negative or inappropriate.	Nurse's interactions with students, staff, and parents are appropriate.	Nurse's interactions with students, staff, and parents are positive and respectful.	Students, staff, and parents seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school.	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 school community, while guided by the nurse, maintain a culture of health and wellness in the school.
2c: Following health protocols and procedures	Nurse's procedures for the Health Services are nonexistent or in disarray.	The Nurse has basic and partially successful procedures for the Health Services.	Nurse's procedures for the Health Services work effectively.	Nurse's procedures for the Health Services are seamless, anticipating unexpected situations.
2d: Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor health associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors health associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors health associates' activities.	Health associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored and supplies disorganized.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications and supplies are stored properly but are disorganized.	Nurse's office is well organized and is appropriate to the planned activities. Medications and supplies are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications and supplies are properly stored and well organized and labeled.

Domain 3 for School Nurses: Delivery of Service

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing the student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse’s assessments of student needs are inconsistent.	Nurse assesses 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.
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Designated individuals administer medications, but signed release forms and medication administration records are only minimally maintained.	Designated individuals administer medications, and signed release forms and MARs are properly maintained.	Designated individuals administer medications, and signed release forms and MARs are properly maintained. Nurse encourages staff, parents, and students to take an active role in medication compliance.
3c: Promoting wellness through classes or classroom presentations	Nurse’s work with students in classes fails to promote wellness and the nurse is not familiar with the district’s wellness policy and curriculum	Nurse’s efforts to promote wellness through classroom presentations are partially effective and the nurse is minimally familiar with district’s wellness policy and curriculum,	Nurse’s classroom presentations are based on the district’s wellness policy and result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse’s classroom presentations for wellness are effective and are based on the district’s wellness policy and assure students assume an active role in the school in promoting a healthy lifestyle.
3d: Managing medical emergency situations	Nurse has no contingency plans for medical emergency situations and is unfamiliar with emergency planning. No emergency care planning is in affect.	Nurse’s plans for medical emergency situations have been developed for the most frequently occurring situations but not others. Emergency care planning is inconsistent.	Nurse’s plans for medical emergency situations have been developed for many situations. Emergency care planning is effective.	Nurse’s plans for medical emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies. Emergency care planning is highly effective.
3e: 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 regularly assesses the nursing program when necessary.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or staff input.
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Domain 4 for School Nurses: Professional Responsibilities

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might improve.	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.	Nurse’s reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
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.
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
4d: Participating in a professional community during contract hour time	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.
4e: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse’s participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual and district assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering presentations to colleagues.
4f: 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 upholds the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.