

# PSD Evaluation

## ESA and Support Personnel Evaluation: School Nurse Comprehensive

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### Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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### Evaluator information:

Evaluator Name
<input type="text"/>

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### Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

## Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.1:</b> Clinical Knowledge of School Health Policies and Procedures	Lacks a fundamental understanding of nursing principles, school health policies and often requires guidance on basic procedures.  <input type="checkbox"/>	Demonstrates basic understanding of nursing principles, school health policies but struggles with complex procedures or terms.  <input type="checkbox"/>	Has a solid understanding of nursing principles and clinical procedures; school health policies and is able to address common health concerns effectively  <input type="checkbox"/>	Demonstrates comprehensive knowledge of nursing principles, advanced clinical procedures, knowledge of school health policies and medical terminology; can explain complex concepts clearly  <input type="checkbox"/>
<b>1.2:</b> Engagement and Application of Professional Literature, and Evidence Based Practice. Examples of Evidence: NASN, DOH, WAC/RCW, OSPI Infectious Disease Guides etc.	Shows little engagement with relevant literature, guidelines, and evidence of best practices.  <input type="checkbox"/>	Utilizes some literature, guidelines and evidence-based practices to inform healthcare decisions and practice.  <input type="checkbox"/>	Engages with literature, guidelines, and evidence best practices to inform nursing decisions and practice.  <input type="checkbox"/>	Regularly engages with NASN, DOH, WAC/RCW, OSPI infectious disease guides to inform practice and follow current practices.  <input type="checkbox"/>
<b>1.3:</b> Knowledge of Child Development & Common School Health Issues	Lacks knowledge of child development and struggles to recognize or address common health issues in students.  <input type="checkbox"/>	Shows basic understanding of child development and common health issues but may lack depth in some areas.  <input type="checkbox"/>	Has solid knowledge of child development and common health issues; applies it effectively to most student care scenarios.  <input type="checkbox"/>	Demonstrates expert knowledge of child development and common school health issues (e.g., allergies, asthma, mental health, etc.) and applies it to provide individualized care.  <input type="checkbox"/>
<b>Criterion 1: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1: Specialized Nursing Skills.</b> Examples of Evidence: Management of PEG tubes, insulin injections, diabetic pumps, Narcan, Seizure Magnets, etc.	Lacks proficiency in specialized skills required for effective nursing practice.  <input type="checkbox"/>	Demonstrates basic proficiency in specialized nursing skills.  <input type="checkbox"/>	Displays a high level of proficiency in specialized nursing skills.  <input type="checkbox"/>	Exhibits exceptional proficiency in specialized nursing skills.  <input type="checkbox"/>
<b>2.2: Health Assessments, Emergency Response and First Aid</b>	Fails to perform appropriate assessments; care plans are often incomplete or inaccurate. Shows limited ability to respond to health emergencies or first aid.  <input type="checkbox"/>	Performs basic health assessments but misses some key issues; sometimes unclear about next steps. Shows some ability to respond to health emergencies or first aid.  <input type="checkbox"/>	Conducts appropriate health assessments with minor errors; able to create appropriate care plans. Demonstrates the ability to respond to healthcare emergencies and first aid.  <input type="checkbox"/>	Conducts thorough health assessments, accurately identifies issues, and creates clear, actionable plans for student care. Shows creativity and innovation in responding to healthcare emergencies and first aid.  <input type="checkbox"/>
<b>2.3: Medication Management.</b> Examples of Evidence: Administration, records, safe practices, storage, medication administration	Has difficulty administering medications safely and regularly completes missed medication forms.  <input type="checkbox"/>	Administers medications correctly most of the time but occasionally needs guidance or supervision, or completes missed medication forms  <input type="checkbox"/>	Administers medications accurately and in compliance with safety guidelines, with minor errors or missed medication forms.  <input type="checkbox"/>	Demonstrates expertise in medication administration, including dosage calculations, administration techniques, and proper documentation.  <input type="checkbox"/>
<b>Criterion 2: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

### Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1: Management of Health Room Environment.</b> Examples of Evidence: Manages triage of students coming and going, guiding and supporting other health services staff	Struggles to effectively manage the special and technical aspects of the health room environment. Struggles to support other health services staff. <input type="checkbox"/>	Manages the special and technical aspects of the health room environment and supports other health room staff adequately. <input type="checkbox"/>	Effectively manages the special and technical aspects of the health room environment. Effectively supports and guides other health room staff. <input type="checkbox"/>	Excellent manages the special and technical aspects of the health room environment. Excellent supports and guides additional health room staff. <input type="checkbox"/>
<b>3.2: Infection Control &amp; Hygiene.</b> Examples of Evidence: Clean health room, Handwashing procedures, cleaning of equipment	Does not consistently follow infection control practices; occasionally places students at risk. <input type="checkbox"/>	Follows basic infection control practices but occasionally neglects proper procedures. <input type="checkbox"/>	Follows infection control and hygiene protocols; occasionally needs reminders. <input type="checkbox"/>	Expert in infection control practices; consistently applies hygiene standards to prevent the spread of illness. <input type="checkbox"/>
<b>3.3: Maintaining Health Records and Health Plans.</b> Examples of Evidence: EAPs/HCPs, Daily Medications, Red Health files, E- Charting system	Fails to maintain accurate records. Demonstrates little knowledge identifying student health/medical needs and does not develop student Individualized Health Care Plans or Emergency Action Plans. <input type="checkbox"/>	Maintains records with occasional inaccuracies. Demonstrates basic knowledge identifying student health/medical needs and may develop student Individualized Health Care Plans or Emergency Action Plans occasionally for routine needs. <input type="checkbox"/>	Maintains accurate records consistently. Demonstrates proficient knowledge identifying student health/medical needs and develops student Individualized Health Care Plans or Emergency Action Plans when needed. <input type="checkbox"/>	Maintains meticulous records. Demonstrates exceptional knowledge identifying student health/medical needs based on evidence-based information and is active in developing programs to meet the health needs of students. <input type="checkbox"/>
<b>Criterion 3: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1:</b> Professionalism and Communication with Students, Parents, and Educational Personnel	Fails to demonstrate professionalism in interactions with students, parents, and educational personnel. Shows poor communication skills with students, parents, staff, and administrators.  <input type="checkbox"/>	Demonstrates professionalism in interactions with students, parents, and educational personnel, but with occasional lapses. Responds to questions from students, parents, staff and administrators.  <input type="checkbox"/>	Consistently demonstrates professionalism in interactions with students, parents, and educational personnel. Provides information to students, parents, staff and administrators.  <input type="checkbox"/>	Exemplifies professionalism in interactions with students, parents, and educational personnel. Frequently provides information to students, parents, staff and administrators.  <input type="checkbox"/>
<b>4.2:</b> Maintaining and understanding HIPAA and FERPA	Fails to maintain and understand HIPAA and FERPA  <input type="checkbox"/>	Maintains and understands HIPAA and FERPA most of the time.  <input type="checkbox"/>	Maintains and understands HIPAA and FERPA consistently.  <input type="checkbox"/>	Maintains, understands, and promotes HIPAA and FERPA. Provides staff training.  <input type="checkbox"/>
<b>4.3:</b> Professional Development. Examples of Evidence: CPR records, License, NCSN certification, continuing education	Fails to maintain CPR certification or RN license; does not actively pursue professional development or national certification  <input type="checkbox"/>	Maintains CPR certification and RN license; limited participation in additional professional development or national certification.  <input type="checkbox"/>	Maintains CPR certification and RN license; may seek national certification or participate in some continuing education.  <input type="checkbox"/>	Maintains current CPR certification, RN license, and obtained national certification in school nursing; consistently completes continuing education.  <input type="checkbox"/>
<b>Criterion 4: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.1:</b> Collaboration with students and families for their health care needs. Examples of Evidence: Support with chronic health conditions, communicate with parents about the child's needs and health changes	Shows little involvement in assisting students, parents, or educational personnel with healthcare needs.  <input type="checkbox"/>	Provides some involvement in assisting students, parents, and educational personnel with healthcare needs.  <input type="checkbox"/>	Actively involved in assisting students, parents, and educational personnel with healthcare needs.  <input type="checkbox"/>	Exceptionally involved in assisting students, parents, and educational personnel with healthcare needs.  <input type="checkbox"/>
<b>5.2:</b> Providing Health Education to School Community. Examples of Evidence: Vaccine information, disease prevention, health issues, recommendations for health care follow up etc.	Fails to provide adequate resources or support to the school community.  <input type="checkbox"/>	Offers some resources and support to the school community.  <input type="checkbox"/>	Provides comprehensive resources and support to the school community.  <input type="checkbox"/>	Proactively provides resources and support to all. Accesses resources from external organizations.  <input type="checkbox"/>
<b>5.3:</b> Provide Education and Training, Support, to staff, providing EAPs/HCP in a timely manner.	Unaware or does not respond to questions, interests, or concerns of student/family/staff. Rarely provides staff education or training; EAPs/HCPs are often delayed or incomplete.  <input type="checkbox"/>	Provides occasional education to staff but may delay or need reminders in providing EAPs/HCPs.  <input type="checkbox"/>	Knowledgeable and cooperative when consulted by student/family/staff. Provides education and training to staff as needed; EAPs and HCPs are generally developed and distributed on time.  <input type="checkbox"/>	Approachable and available in providing accurate information Regularly provides timely, relevant education and training to staff on health-related topics; ensures Emergency Action Plans (EAPs) and Health Care Plans (HCPs) are developed and distributed promptly.  <input type="checkbox"/>
<b>Criterion 5: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

## Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

## Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

## Signatures:

Evaluator Signature

Employee Signature

Not signed yet