

## Level of Performance Rubric for **SCHOOL NURSE** based on Framework

### DOMAIN 1: PLANNING AND PREPARATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrates nursing knowledge and health pedagogy</b>	Lacks current nursing information and logical approach to nursing practice; single approach to teaching.	Uses current information and a systematic approach to problem-solving in nursing practice; uses a variety of teaching techniques.	Demonstrates solid understanding of principles of public health, Illinois Learning Standards, district and department procedures and their relationships/connections with other school services.	Displays extensive knowledge of the nursing discipline and its connection with other school services and a continuing search for improved practice.
<b>1b: Demonstrating knowledge of students</b>	Makes little or no attempt to acquire knowledge of students' backgrounds and does not use that information for assessment and planning.	Demonstrates awareness of students served, e.g., developmental levels, developmental tasks, cultural practices.	Knowledge of growth and development of population served with special attention to diversity and culture and uses information in assessment and planning.	Consistently includes students of diverse developmental and cultural backgrounds in health interactions and programming.
<b>1c: Establishing goals for the school health program appropriate to the setting and the students served</b>	No clear goals for the School Health Program, or they are inappropriate to either the situation or the age of the students.	Goals for the School Health Program demonstrate rudimentary knowledge of the Coordinated School Health Model.	Goals for the School Health Program are clear and follow the Coordinated School Health Model.	Goals for the School Health 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.
<b>1d: Demonstrates knowledge of government regulations and resources, both within and beyond the school and district</b>	Demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<b>1e: Planning the school health program for both individuals and groups of students, integrated with the regular school program</b>	School Health Plan program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	School Health Plan includes developing individualized health plans and coordinating mandated screening programs and state reporting.	School Health Plan includes programs targeting groups of students with common needs.	Plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.
<b>1f: Developing a plan to evaluate the School Health Program</b>	No plan to evaluate the School Health Program, or resists suggestions that such an evaluation is important.	A rudimentary plan to evaluate the School Health Program is in place.	Plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.



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### DOMAIN 2: THE LEARNING ENVIRONMENT

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creates an environment of respect</b>	Limited demonstration of respectful communication with students, families and members of the school community.	Provides privacy and respect in all interactions with students, families and members of the school community.	Provides atmosphere and modeling of warm, friendly, caring, respectful, and confidential interactions with students, families, member of the school community.	Actively participates or plans school-wide emphasis on respectful communication that fosters positive mental health practices.
<b>2b: Establishes a culture for health and wellness</b>	No attempt to establish a culture for health and wellness in the school as a whole, either among students or teachers.	Attempts to promote a culture throughout the school for health and wellness are partially successful.	Promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the school nurse, is maintained by both teachers and students.
<b>2c: Manages procedures for the health office</b>	Students, associates and materials are managed inefficiently with little focus on maximizing instructional time.	Demonstrates moderate attention to prevention of loss of instructional time due to health office visits by all health office personnel.	Actively seeks a balance between necessary health care and maximizing instructional time for all students by all health service associates.	Collaborates with colleagues (school and district) to address maximizing students' instructional time while maintaining sound school Health Nursing Practice.
<b>2d: Manages student behavior</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>2e: Organizes physical space</b>	Limited awareness of safety implications of furniture or equipment placement in and around the health office and safety in regard to handling medication.	Maintains an orderly, safe and confidential health office that reduces the potential for errors in medication administration and treatments.	Demonstrates the importance of providing an orderly, safe and confidential health office by emphasizing the plan to all persons who avail themselves to health services.	Expands the importance of providing orderly, safe, and confidential areas in all school offices.



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### DOMAIN 3: DELIVERY OF SERVICE

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<b>3a: Collaborates with others</b>	Demonstrates limited awareness of the need for collaboration.	Participates in IEP teams by providing required components of case studies.	Actively seeks opportunities to collaborate with others to extend learning, services, and advocacy for health.	Demonstrates leadership in bringing players together to accomplish a health or learning goal at the school, district, state or national level.
<b>3b: Communicates with families</b>	Rarely communicates with families in written or spoken form.	Communicates accurate information to families in a timely manner.	Has regular communication with families of particular students and proactively seeks resolution of difficult situations.	Creates an atmosphere for open communication with members of the school community, including a regular column in the school newsletters.
<b>3c: Demonstrates collegiality</b>	Negative or missing relationships with members of the school community.	Is cordial with others and responds to requests for help when asked.	Plans, implements and attends group encounters that foster professional growth, team function and collegiality.	Is viewed as a supportive leader and actively supports team, school, district or state initiatives.
<b>3d: Uses technology to extend performance</b>	Demonstrates unwillingness to learn or engage in departmental technology efforts.	Complies with departmental initiatives that utilizes technology tools to accomplish, e.g., health concerns lists, case study documentation, communication tools.	Actively enhances technology skills through practice, solicitation of assistance, attendance at departmental or district training courses.	Acts as a mentor for colleagues in the area of technology utilization for departmental initiatives.
<b>3e: Implements screening and health promotion programs</b>	Demonstrates limited understanding of mandated and voluntary school health activities.	Complies with planning requirements for district screenings and district programs.	Completes thorough follow up activities to maximize screening efforts and plans and participates in health service activities	Consistently obtains high referral completion rates and actively promotes health service activities.
<b>3f: Reduces barriers to student learning</b>	Shows limited understanding of the connection between health services and learning.	Complies with surveillance of communicable disease reporting, immunization survey, basic health practice standards requirements.	Plans and implements health promotion activities that reduce absenteeism or enhance learning at the building level.	Plans and implements health promotion activities that reduce absenteeism, and or enhance learning at the district, state or national level.



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### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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<b>4a: Reflects on practice</b>	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Reflection provides accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the nursing program might be improved.	Reflection is highly accurate and perceptive, citing specific examples. School nurse draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintains health records in accordance with policy, and submitting reports in a timely fashion.</b>	Reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Reports, records and documentation are generally accurate, but are occasionally late.	Reports, records and documentation are accurate, and are submitted in timely manner.	Approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues across the school.
<b>4c: Communicates clearly and accurately</b>	Limited clarity of written or spoken instructions, communications and reports.	Written and spoken communications contain basic content and in acceptable language and vocabulary in response to questions from student, families or members of school community.	Written and spoken instructions, communications and reports display precise, accurate and sufficient detail for full understanding by the reader.	Written and spoken instructions, communications and reports are adopted by department as examples or templates for colleagues.
<b>4d: Demonstrates flexibility and responsiveness</b>	Demonstrates little responsiveness to chronic or acute health needs presented by students or staff.	Accommodates student and staff requests or needs in a timely and effective manner.	Demonstrates willingness to adapt plans to accommodate others and acts as a team member in planning health activities.	Uses a wide repertoire of strategies to advance student learning, particularly during spontaneous events.
<b>4e: Participates in evidenced-based practice</b>	Demonstrates little awareness of the importance of evidence-based School Health Nursing Practice.	Participates in team research/projects as directed by supervisor or colleagues.	Demonstrates leadership in team or department research/projects with enthusiasm and accuracy.	Engages in analysis of team or department data and actively utilizes knowledge to advance the practice of School Health Nursing.
<b>4f: Demonstrates current competency</b>	Occasionally participates in continuing education activities.	Regularly attends continuing education activities relevant to school health practice and teaching/learning and completes a yearly check of nursing skills.	Acquires and maintains current knowledge through a variety of methods, i.e., classes, conferences, journal research, advanced certifications or degrees.	Actively participates in the planning and implementation of professional growth activities for colleagues and other professionals.
<b>4g: Demonstrates professionalism</b>	Demonstrates little awareness of ethical and legal behavior.	Acts in a manner consistent with high professional standards and the Illinois Nurse Practice Act.	Advocates for student and families within parameters of ethical and legal practice.	Challenges negative attitudes and actively seeks and models ethical consideration for students and colleagues.
<b>4h: Provides formal and informal health education</b>	Demonstrates limited awareness of instructional opportunities, materials or techniques.	Provides individual health instruction to students who come to the health office and occasionally responds to teacher requests for health information or presentations.	Actively seeks out opportunities for classroom and group instruction in relevant physical and mental health issues.	Actively seeks to enhance instructional skills and uses them frequently in group, class, school, district, local, state and national arenas.



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