

SCHOOL NURSE EVALUATION PROCEDURES

PARTICIPANTS

This procedure is for the District’s school nurses.

EVALUATOR

The District’s Special Services Director is the primary evaluator for the school nurses. The director will observe job performance, review the nurse’s Professional Growth Plan, gather additional information (including input from school principals and others), and complete the summative evaluation form.

PORTFOLIOS

The nurse will keep a portfolio during the school year to help document accomplishment of the criteria on which the nurse is evaluated. Contents of the portfolio should also include the nurse’s PGP and document significant events in the nurse’s year, examples that show the nurse’s growth, and any other relevant information.

EVALUATION CYCLES (Chapter 29, Section 6(h))

Nurses in their first three years in the District will receive at least two PGP reviews and summative evaluations during the year, by December 15 and by April 5. All nurses who have worked for the District for more than three years will be evaluated at least once each year, by April 5.

Each nurse will have at least one observation for each summative evaluation cycle that is followed by a post-observation conference with written documentation provided to the nurse.

In preparation for the summative evaluation, the Director of Special Services will hold a conference (“pre-summative conference”) with the nurse in order to review contents of the portfolio to help principals complete the summative evaluation in areas not readily observed during observations (such as professional experiences, records of medications administered, etc.). At the pre-summative conference, the Director and the nurse will also review the student performance data that they had previously agreed would be collected. The Director may also ask the nurse to provide other information to discuss during the conference.

Nurses may add comments to the summative evaluation form.

The Director may develop formal professional growth plans for nurses who need improvement in their job performance.

PROFESSIONAL GROWTH (Chapter 29, Section 6(b))

Based on the review of the nurse’s PGP and the results of the summative evaluation, the Director will indicate on the PGP and summative evaluation forms what professional growth is recommended/required for each nurse when the Director reviews the PGP and summative evaluation with the nurse. At least one area for growth or improvement will be identified for each nurse. In addition, the Director will send a summary of the professional growth that is recommended for all the nurses in the District to the District’s Staff Development Coordinator, who will consider this information in planning professional development opportunities for the future.

TRAINING OF EVALUATOR (Chapter 29, Section 6(d))

Training of evaluators involves workshops, discussions and/or book studies at the district level. These include: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, Pathwise Components of Professional Practice (© 2001), and Charlotte Danielson training. Administration Team meetings, held bi-monthly, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

DATA COLLECTION (Chapter 29, Section 6(f))

Data used by the Director in the completion of the summative evaluation may include, but not be limited to:

1. Formal and informal observations;
2. Information in the portfolio;
3. Information requested by the evaluator during the year;
4. Student performance data;
5. Information provided by other school personnel, such as principals;
6. Comments and notes from parents, students, and others; and
7. Other information that may be available.

The data may be collected in the following manner:

1. Observations: Observing job performance in a variety of settings.
2. Information in the portfolio: Collected over the year by the nurse.
3. Information requested by the Director during the year: Submission to Director by the nurse.
4. Student performance data: The nurse and the Director will agree how the data will be collected.
5. Information provided by other school personnel, such as principals: Submission by appropriate persons.
6. Comments and notes from parents, students, and others: Submission by appropriate persons.
7. Other information that may be available: Collected as needed.

The data that is used will be tied to the performance criteria being assessed on the summative evaluation form. It will also be used in determining staff development needs, employment decisions, logistical decisions, etc. This data may be collected at any time.

STUDENT PERFORMANCE DATA

Student performance data will be used that is germane to the function of “school nurse”. Student performance data may include school-wide performance data.

Examples of data that may be used include numbers and types of health care plans, attendance rates, compliance with immunization requirements, results of screenings, etc.

Examples of how the data will be used include: Identification of a professional development goal for the nurse, the school, and/or the District; modification of a nursing or other health practice; information that needs to be sent to parents; identification of groups of students who need medical attention; etc.

STAKEHOLDER INVOLVEMENT (Chapter 29, Section 6(a))

The team that reviewed and revised the nurses’ evaluation program included:

Susan Lambert	School Nurse
Karen Stinson	School Nurse
Windy Smith	School Nurse
Kelly Christensen	School Nurse
Dr. Kip Hanich	Director of Special Services

RESEARCH SUPPORTING EVALUATION CRITERIA

Emergency Responder

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 135)

Human Relations Skills

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 135)

Management of Special and Technical Environment:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 134)

Communication/Resource Provider:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 132, 137, 138)

Student Advocate/Relationship with Students:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 135, 136)

Recordkeeping:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 138)

Professionalism:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 132, 138)

Medications:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 135, 136)

Screening:

Danielson, C., (2007). *Enhancing Professional Practice, a Framework for Teaching 2nd Edition*. Alexandria, VA: ASCD. (pp. 123, 136)

PERFORMANCE AREAS, STATEMENTS OF EXPECTATIONS AND DESCRIPTORS

1. EMERGENCY RESPONDER

STATEMENT OF EXPECTATION: The nurse provides effective assistance in responding to medical emergencies.

Descriptors: The nurse:

- a. Has adequate knowledge and is prepared to deal with typical school emergency medical situations.
- b. Has good assessment skills and strategies in determining nature and extent of medical problems.
- c. Uses appropriate treatment/intervention strategies.
- d. Exhibits leadership during medical emergencies.
- e. Communicates to individuals who need to know about particular and/or potential medical emergencies.
- f. Follows-up appropriately to medical emergencies.
- g. Uses good judgment in dealing with medical emergencies.

2. HUMAN RELATIONS SKILLS

STATEMENT OF EXPECTATION: The nurse demonstrates effective human relations skills.

Descriptors: The nurse:

- a. Demonstrates empathy.
- b. Maintains effective working relationships with students, parents, teachers, administrators (including supervisors), health care professionals, community members and agencies, and others.
- c. Uses effective conflict mediation strategies.
- d. Uses good listening skills.
- e. Treats others with dignity.
- f. Demonstrates an understanding and respect for cultural differences.
- g. Provides effective counseling when necessary.
- h. Provides an environment in which individuals feel comfortable.
- i. Provides assistance and support to other school nurses.
- j. Promotes wellness among the staff.
- k. Is responsive to suggestions and constructive criticism.
- l. Keeps supervisor(s) informed of problems and potential problems.

3. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT

STATEMENT OF EXPECTATION: The nurse demonstrates competency in managing and organizing tasks, special materials, equipment, and work space.

Descriptors: The nurse:

- a. Ensures proper care and treatment of equipment.
- b. Acquires and maintains adequate supplies in office.
- c. Maintains an organized office.
- d. Uses recognized standards of infection control.

4. COMMUNICATION/RESOURCE PROVIDER

STATEMENT OF EXPECTATION: The nurse communicates effectively and serves as a liaison between the school and various individuals and groups.

Descriptors: The nurse:

- a. Serves as a liaison between parents and the school with relation to students' medical problems.
- b. Serves as a liaison between community agencies (such as the Department of Family Services, physicians, etc.) and the school with relation to medical problems.
- c. Provides classroom instruction when needed.
- d. Provides or suggests resources to parents and teachers as they deal with student health concerns.
- e. Uses correct, clear, and easily understood written and oral communications.
- f. Leads workshops and instructs individuals and groups as needed.
- g. Finds and utilizes resources to meet identified needs.
- h. Interprets information correctly and in terms all can understand.

5. STUDENT ADVOCATE/RELATIONSHIP WITH STUDENTS

STATEMENT OF EXPECTATION: The nurse serves as an advocate for the needs of the students and maintains a positive relationship with them.

Descriptors: The nurse:

- a. Understands the needs of the students.
- b. Strives to develop and maintain good rapport with students.
- c. Is student-centered and serves as an advocate for student welfare.
- d. Helps students develop an awareness of the concepts and importance of safety and wellness.
- e. Makes referrals for students needing additional assistance.
- f. Is available to help students.
- g. Helps students to have realistic expectations in regard to their health status.
- h. Provides continuing health guidance to individual students to enable them to gain knowledge and experience in solving immediate health problems and to gain skill in preventing and/or solving future problems.

6. RECORDKEEPING

STATEMENT OF EXPECTATION: The nurse complies with requirements and policies with recordkeeping.

Descriptors:

The nurse:

- a. Keeps updated, accurate records.
- b. Complies with timelines for recordkeeping.
- c. Communicates information about records and record requirements when necessary.
- d. Analyzes information from records effectively.
- e. Tracks student immunizations through school records.
- f. Initiates recordkeeping when necessary.

7. PROFESSIONALISM

STATEMENT OF EXPECTATION: The nurse fulfills the responsibilities required as being a part of the school and/or District team and takes steps to grow professionally.

Descriptors:

The nurse:

- a. Meets deadlines and uses time effectively.
- b. Serves on District and school committees.
- c. Adheres to arrival and departure times.
- d. Demonstrates pride and a positive attitude about the job.
- e. Maintains a professional appearance.
- f. Complies with District policies and procedures.
- g. Helps ensure safety requirements and conditions are met.
- h. Provides accurate information.
- i. Provides adequate substitute plans.
- j. Maintains confidentiality.
- k. Is adaptable and flexible in dealing with change.
- l. Participates in professional growth activities, such as professional organizations, coursework, workshops, and conferences.
- m. Keeps abreast of developments related to the job and uses this information to enhance job performance.

8. MEDICATIONS

STATEMENT OF EXPECTATION: The nurse facilitates the proper storage and administration of medication.

Descriptors:

The nurse:

- a. Provides appropriate storage for medications.
- b. Administers medications properly.
- c. Adheres to District policy and procedures in administering medications.
- d. Works with staff to help them administer and/or understand need for and/or effects of medication.

9. SCREENING

STATEMENT OF EXPECTATION: The nurse is effective in conducting various screenings (e.g., vision, scoliosis, and health assessment).

Descriptors:

The nurse:

- a. Is knowledgeable about the various screening procedures.
- b. Is knowledgeable about the equipment/materials used in screenings.
- c. Organizes and conducts screenings effectively.
- d. Is knowledgeable about the appropriate referral process for problems discovered during screenings.

Summative Evaluation Report

Nurse _____ Schools _____ Evaluator _____ School Year _____

Note: See “Performance Areas, Statements of Expectations, and Descriptors” document for more detail on expectations. For any Performance Area receiving a Level 1 or Level 2 score, the supervisor must indicate in the box the behavior that led to that level being marked.

Performance Area	Unsatisfactory	Developing	Proficient
EMERGENCY RESPONDER Level:	In responding to emergencies this year, there were significant deficiencies noted in the responses and/or follow-up, including:	In responding to emergencies this year, there was at least one deficiency noted in the response and/or follow-up. It was:	Provides effective assistance in responding to medical emergencies by using good assessment skills to diagnose nature and extent of problem and then using appropriate treatment/intervention strategies. Follows up appropriately.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
HUMAN RELATIONS SKILLS Level:	There were significant problems with human relations skills, including:	There were times when the nurse did not demonstrate effective human relations skills. In particular:	Demonstrates effective human relations skills; maintains effective working relationships with the various parties with whom she works; and provides assistance and support to staff, students, and parents.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT Level:	There were significant problems managing and organizing tasks, special materials, equipment, and the work space. Specific problems included:	There were occasional problems managing and organizing tasks, special materials, equipment, and the work space. Specific problems included:	Demonstrates competency in managing and organizing tasks, special materials, equipment, and the work space by ensuring proper care and treatment of equipment, maintaining an organized office, and using recognized standards of infection control.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
COMMUNICATION/ RESOURCE PROVIDER Level:	There were significant deficiencies with communications and/or serving as a resource provider. Specific problems included:	There were sometimes problems with communications and/or serving as a resource provider. Specific problems included:	Communicates effectively and serves as a liaison between the school and various individuals and groups, such as parents and community agencies; uses correct, clear, and easily understood written and oral communications; and provides or suggests resources to parents and teachers.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
STUDENT ADVOCATE/ RELATIONSHIP WITH STUDENTS Level:	There were significant deficiencies with relationships with students or as serving as an advocate for students. Specific problems included:	There were sometimes problems with relationships with students or as serving as an advocate for students. Specific problems included:	Serves as an advocate for the needs of the students; maintains a positive relationship with students; is available to help students; and provides guidance to students and others in relation to student health.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
RECORDKEEPING Level:	There were significant deficiencies with recordkeeping. Specific problems included:	There were sometimes problems with recordkeeping. Specific problems included:	Complies with requirements and policies with recordkeeping by keeping updated, accurate records; complying with timelines for recordkeeping; and providing reports related to student health records.

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
<p>PROFESSIONALISM</p> <p>Level:</p>	<p>There were significant deficiencies with professionalism. Specific problems included:</p>	<p>There are sometimes problems with professionalism. Specific problems included:</p>	<p>Fulfills the responsibilities required as being a part of the school and/or District team; takes steps to grow professionally; complies with District, school, state, and federal rules and regulations; ensures safety requirements are met; and maintains confidentiality.</p>

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
<p>MEDICATIONS</p> <p>Level:</p>	<p>There were significant problems with storage and administration of medications. Specific problems included:</p>	<p>There are sometimes problems with storage and/or administration of medications. Specific problems included:</p>	<p>Facilitates the proper storage and administration of medication; adheres to District policy and state law regarding storage and administration of medications; and provides assistance when others must administer medications.</p>

Comments:

Performance Area	Unsatisfactory	Developing	Proficient
<p>SCREENING</p> <p>Level:</p>	<p>There were significant problems with the screening processes. Specific problems included:</p>	<p>There are sometimes problems with the screening processes. Specific problems included:</p>	<p>Demonstrates effectiveness in conducting various screenings (e.g., vision, scoliosis, and health assessment) by being knowledgeable of screening procedures, equipment, and materials; by organizing and conducting screenings effectively; and by knowing the appropriate referral process for problems identified during screenings.</p>

Comments:

<p>Student Performance Data:</p>	<p>Assessment 1: Results show:</p>	<p>Assessment 2 (may be schoolwide): Results show:</p>	<p>As a result of this data, what outcomes will be expected?</p>
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Professional Growth Plan Evaluation:

Areas of Strength:

Areas for Growth or Improvement:

Other Comments:

As a result of this evaluation, please indicate the professional growth and development that is recommended/expected:

Nurse's Comments (not required):

*Nurse's Signature**

Date

Evaluator's Signature

*Nurse's signature does not imply agreement with the evaluation; it means that the nurse received a copy of the evaluation and its contents were discussed with the nurse by the evaluator.

Professional Growth Plan
(Required annually for each School Nurse.)

<i>Nurse name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

Briefly Describe Your Professional Growth Plan for This Year

Initial Approval of Plan

<i>School Nurse Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Mid Year Review Conference

<i>School Nurse Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Summative Evaluation Conference

<i>School Nurse Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Performance Areas, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following Performance Areas. (Please check all that apply.)

Performance Areas	
1. Emergency Responder	6. Recordkeeping
2. Human Relations Skills	7. Professionalism
3. Management of Special and Technical Environment	8. Medications
4. Communication/Resource Provider	9. Screening
5. Student Advocate/Relationship with Students	

<i>Describe the district, school, grade level or department initiative(s) that are linked to your plan.</i>
<i>Describe the anticipated impact of plan attainment on student performance.</i>

Professional Growth Action Plan

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Track 3 Professional Growth Track Plan Report.