

Paterson Public Schools



Nurse Practice Rubric

Professional Educator Performance Standards

- 1. Planning and Preparation (x2)**
 - ❖ **Special Service Providers plan for quality service using a comprehensive approach.**
- 2. Data Informed Decision Making (x2)**
 - ❖ **Special Service Providers use multiple sources of data to inform their decision making.**
- 3. Delivery of Service (x3)**
 - ❖ **Special Service Providers delivers quality services.**
- 4. Interventions (x3)**
 - ❖ **Special Service Providers increase the probability of advancing individual student achievement.**
- 5. Contributions to the Learning Environment (x2)**
 - ❖ **Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.**
- 6. Leadership (x2)**
 - ❖ **Special Service Providers have a responsibility for professional growth and positive leadership.**
- 7. Professional Responsibilities (x1)**
 - ❖ **Special Service Providers have a responsibility to the profession, district, parents, students and the public.**

PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

Special Service Providers plan for quality service using a comprehensive approach.

Service and Support <i>The School Nurse should know and be able to:</i>		Level of Performance The School Nurse performing at this level:			
		Unsatisfactory	Progressing	Proficient	Exemplary
1a	Establish and maintain clear and organized procedures for referral.	Inconsistently implements procedures for referrals. Has not clarified procedures for referrals, thus, when someone wants to refer a student for health services, they are not sure how to go about it.	Follows established procedures for referrals, although details are not always clear nor implemented in a timely manner.	Has procedures for referrals, meetings and consultations with parents, teachers and others that are clear to everyone. Pre-referral through post conference systems are organized and efficient.	Establishes procedures for all aspects of referral, gathering important history data and previous assessment information. Has a system in place for consultation follow-up with parents, educators, solution teams and/or agencies. Pre-referral through post conference responsibilities are well organized and seamlessly implemented.
1b	Use of knowledge to develop a quality school health program.	Demonstrates minimal knowledge of school nursing standards and governmental regulations in planning for the school health services program. Health plans appear to be a random collection of unrelated activities.	Demonstrates knowledge of school nursing standards and government regulations in development of the school health services program. Designs health plans for individual students that are appropriate.	Incorporates knowledge of professional school nursing standards and state regulations in the development of the school health services program. Individual health plans for students are designed to be inclusive of all-important aspects of delivering comprehensive health services in a school setting.	Incorporates extensive knowledge of the school nursing professional standards and practices and federal and state regulations when developing the school health services program. Designs quality comprehensive health plans that support and reinforce students both in the educational setting and within the broader community.

1c	Comply with established guidelines for school nurse professionals.	Is aware of health related compliance issues relative to state and local regulations, but doesn't always integrate knowledge into practices. Has basic information about health care for school age children and families.	Complies with established federal, state and local regulations to meet the school health needs of children and youth. Has a working knowledge of practices related to health care for school age children and youth. Is knowledgeable about important practices of mental health promotion for children and youth, family systems and social health problems.	Consistently follows established federal, state and local regulations, guidelines and procedures to meet the school health needs of all children and youth. Is knowledgeable about current theory, research and practices related to health care for school age children and youth. Incorporates knowledge of principles and practices of mental health promotion of children and youth, family systems and social health problems into the health care program of the school.	Provides legal leadership for others in following the established federal, state and local regulations, guidelines and procedures to meet the school health needs of all children and youth. Remains current regarding theory, research and practices related to health care for school age children and youth. May have a particular area of specialization in mental health promotion of children and youth and/or family systems and social health problems that is shared with others.
1d	Plan interventions, accommodations and modifications to maximize likelihood of student success	Develops health plans that are not inclusive of best practices in the healthcare field. Interventions minimally support student success.	Develops health plans that demonstrate an understanding of community, environmental and health safety concerns. Health plans are appropriate to the situation in the school. Interventions are aligned with identified student needs. Health plans are appropriate for the situation and are geared toward helping the student be successful.	Incorporates the principles and practices of community health, including school health services, health education, environmental and health safety when designing individual health care plans. Health plans are clear and appropriate to the situation in the school and to the age of the student. Interventions are both suitable and aligned with identified student needs on an IEP or 504, when appropriate. Health plans are appropriate for the situation and are geared toward maximizing the likelihood of student success.	Provides leadership and professional development on the principles and practices of community health, including school health services, health education, and environmental and health safety when designing individual health care plans. Exemplary health plans are comprehensive in scope, practical and geared toward maximizing the likelihood of student success with the educational environment and the broader community.

1e	Establish session goals or meeting outcomes.	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	Appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.	Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for health care sessions or meetings are stated in advance.	Encourages student understanding of health care goals and purpose of each session or evaluation. Session or meeting outcomes are clarified in advance and participants know what is expected of them.
1f	Collect and use results to evaluate and improve the school health services program.	Has no plan to evaluate the school health services program or services and resists suggestions that such an evaluation is important.	Has a basic plan to evaluate the school health services program and/or effectiveness of service delivery for individual students.	Has a plan to evaluate the effectiveness of the school health services program. Is organized around clear goals and the collection of evidence to indicate the degree to which the health services program goals have been met and individual service delivery has been effective.	Initiates a school health care program evaluation plan that is evidence based. Actively seeks multiple sources of feedback from which to develop a clear path toward improving the health care program and individual service delivery on an ongoing basis.

Standard #1 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #2: DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources of data to inform their decision making.

Service and Support		Level of Performance The School Nurse performing at this level:			
<i>The School Nurse should know and be able to:</i>		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
2a	<p>Collect, analyze and use results from multiple sources or assessments in decision making.</p> <p><i>Spot Observation Form</i></p>	Does not collect appropriate history or data to determine needs, No information is gathered with which to make changes.	Only collects basic history and conducts assessments required to complete the evaluation requirements. Does not linked specific health plan decisions to the data.	Demonstrates the ability to conduct health assessments using a variety of tools. Assesses student health status using data collected from the student, parent, school staff, and health care providers. Links health plan decisions directly to analysis of data.	Systematically collects data from a variety of sources (social and health history, achievement trend data, interviews, personal communication, rating scales, evaluation data) to inform decision making when designing comprehensive student plans. Administers health assessments and draws inferences from the data to make decisions about future interventions. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the IEP team, parents and/or other school personnel.

2b	<p>Use health assessment systems that are aligned with the school health program.</p>	<p>Does not conduct screening programs or additional assessments to determine specific student needs.</p>	<p>Implements basic screening programs aligned with the school health program to identify needs of the students. Is able to conduct additional assessments to determine physical, social and mental status of students.</p>	<p>Conducts screening programs to identify potential health strengths and needs that affect a child's ability to learn. Conducts physical assessments and specific screening tests, and may participate in parent conferences to determine the physical, social, and mental status of students.</p>	<p>Routinely establishes screening programs and schedules to identify potential health strengths and needs that affect a child's ability to learn. Implements comprehensive physical assessments and specific screening tests, proficient at counseling others related to health care issues and conducts parent conferences to determine the physical, social, and mental status of students.</p>
2c	<p>Provide appropriate feedback.</p> <p><i>Spot Observation Form</i></p>	<p>Poorly communicates information regarding the needs of students. Written reports are either incomplete or not completed in a timely manner. Does not follow-up with parents or families regarding recommendation effectiveness.</p>	<p>Communicates individual needs of students to appropriate school personnel. Written reports meet legal requirements. Occasionally follows-up with parents and school personnel regarding effectiveness of recommendations.</p>	<p>Exchanges information from screenings and health assessments in a meaningful manner with IEP teams, families and/or other school personnel. Communicates with sensitivity to the health beliefs of different cultures and how they impact health care delivery and adherence to health care plans. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with parents and school personnel regarding the effectiveness of recommendations.</p>	<p>Communicates with families and other professionals in a manner highly sensitive to health beliefs of different cultures and how they impact health care delivery, adherence to health care plans, and education in the classroom. Adept at using communication to teach about health care skills. Written reports are accurate, well organized and well written. Provides consistent follow-up with families and school personnel to determine effectiveness of recommendations.</p>

2d	Utilize technology to gather data and enhance the learning environment.	Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plans, or generate reports.	Demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information achievement results, student plans and is able to generate reports.	Uses computer programs that assist with effectiveness of service delivery. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports.	Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data.
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Standard #2 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #3: DELIVERY OF SERVICE

Special Service Providers delivers quality services.

Service and Support <i>The School Nurse should know and be able to:</i>		Level of Performance The School Nurse performing at this level:			
		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
3a	Promote positive health education practices.	Participates, when required to do so, in health education activities.	Promotes and implements health education activities that assist students, families and staff to achieve and maintain optimal levels of wellness.	Assesses students and staff education needs for health information, in collaboration with faculty and administration. Develops, promotes and implements health education activities that assist students, families and staff to achieve and maintain optimal levels of wellness.	Provides leadership for students and staff relative to health education, information and reform. Active organizing school and/or district programs to promote health education activities that assist students, families and staff to achieve and maintain optimal levels of wellness. May participate in development of policies or procedures at the district or community level.
3b	Maintain well-organized processes and procedures.	Does not organize the health care office. Procedures for accessing health care services are inconsistently enforced. Medications are not properly stored and records for medication administration by proper individuals is not maintained.	Attempts to organize the health care office. Procedures and protocols for accessing the services of the health care office are in place. Medications are properly stored and administered by designated individuals.	Organizes the health care office so that it is appropriate to the planned activities. Procedures and protocols for accessing the services of the health care office are efficient. Medications are properly stored and administered by designated individuals.	Organizes the health care office for maximum efficiency for carrying out the planned activities. Procedures and protocols for accessing the services of the health care office are efficient and consistently enforced. Medications are properly stored and administered by designated individuals.

3c	<p>Ensure sessions or meetings are focused and productive while promoting active participation.</p>	<p>Does not assume responsibility for ensuring that health care sessions or meetings are both focused and productive.</p>	<p>Is working on improving facilitation skills to ensure that health care sessions and meeting are both focused and productive.</p>	<p>Frequently monitors the success of a health care session or meeting against the intended outcomes. Able to facilitate health care sessions or meetings that are generally focused, productive and encouraging of active participation.</p>	<p>Consistently seeks input from participants when monitoring the success of the health care session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.</p>
3d	<p>Use a variety of materials, methods, and strategies to remove barriers to learning.</p> <p><i>Spot Observation Form</i></p>	<p>Ineffective at training others to monitor health care plans. In general, health plans are mismatched with the findings of the identified needs.</p>	<p>Attempts to train staff to carry out and monitor designated health care procedures. Guidelines for delegated duties are not always clear. Does work with school personnel for the best interests of the students.</p>	<p>Trains and monitors staff in the educational environment to carry out designated health care procedures. Establishes clear guidelines for delegated duties. Works collaboratively with school personnel to remove barriers to learning and student success.</p>	<p>Provides leadership in conducting professional development that assist staff in the educational environment to effectively carry out designated health care procedures. Establishes clear guidelines and practices for delegated duties. Finds ways to creatively meet student needs and incorporate many related elements, thus maximizing the likelihood of student success both in and outside of the educational setting.</p>

3e	Utilize community resources and serve as community liaison.	Seldom contacts people in community resource positions for added health services to meet student needs. Seldom functions as school/home liaison in student/family health concerns.	Occasionally contacts community health agencies to access services for student needs. Occasionally functions as school/home liaison when there are student/family health concerns.	Works effectively with individuals, public and private agencies and other community health agencies. Accesses community resources to meet identified student health needs to insure continuity of service and care. Functions as school/home liaison when there are student/family health concerns.	Provides leadership for the district in forming collaborative relationships to effectively engage individuals, public and private agencies and other community health agencies in order to access services for students. Regularly functions as school/home liaison when there are student/family health concerns.
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Standard #3 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #4 INTERVENTIONS

Special Service Providers increase the probability of advancing individual student achievement.

Service and Support		Level of Performance The School Nurse performing at this level:			
The School Nurse should know and be able to:		Unsatisfactory	Progressing	Proficient	Exemplary
4a	Recommend, implement or monitor interventions.	Makes no recommendations for interventions for students with individual needs based on current research.	Makes suggestions for interventions based on current research. Provides minimal monitoring and or follow-up of interventions.	Incorporates knowledge from research in the field into the development and implementation of interventions related to health care for school age children and youth. Develops and monitors interventions. Follow-ups with appropriate school personnel and/or others outside the school setting.	Demonstrates knowledge of contemporary research in the health care field by including these principles in the development, implementation and evaluation of interventions. Ensures that progress-monitoring systems are in place to determine intervention effectiveness. Has a system in place to follow-up with appropriate school personnel and/or other regarding the results of intervention effectiveness.
4b	Adjust interventions based on progress.	Provides summary results on assessments without additional feedback. Progress reports generally do not assist students in error correction toward achievement of goals, as it is often too little too late.	Uses assessments to measure student success at the end of a session or reporting period. General assessment monitoring is used to identify students' status relevant to health care goals.	Uses progress monitoring assessment tools appropriately and the results are accurately interpreted. The data is used when making service delivery decisions on an ongoing basis. Makes subtle and important adjustments in the health care plans based on results of student data.	Uses ongoing progress monitoring data to refine and modify student health goals. For students who require particular assistance, the frequency of progress monitoring is increased. Incorporates a communication and feedback plan to parents and/or others when recording and reporting progress-monitoring results.

4c	Involve students in self-advocating for their health needs.	Does not have a system in place for students to monitor their own progress.	Provides students with information about their current progress as they engage in health related activities and at regularly scheduled reporting periods.	Establishes and uses a system for students to track their own progress towards meeting health care goals over time. Prepares students for self-assessment (e.g. models the process, provides support materials). Provides students with information about their progress over time and coaches the students use the data to improve their performance.	Establishes and uses a system that supports student tracking their proficiency and monitoring their own progress towards individual health goals over time. The system includes students keeping artifacts that demonstrate achievement in relationship to health targets. Helps all students to engage in reflection about their growth over time.
4d	Demonstrate flexibility and responsiveness.	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when student plans are not successful.	Makes modest changes in the health plans when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the health care program for student success. Works well with support and educational personnel as partners in implementing student health plans. Revises health plans when it is needed.	Persists in seeking effective ways to improve the health care program for student success. Works collaboratively with a wide range of support and educational personnel as essential partners in implementing student plans. Makes changes as needed in response to student, parents, teacher and/or other input.

4e	Participate as a member of an intervention or solution team.	Unavailable to participate in collaborative meetings and does not provide guidance regarding regulations and/or health care procedures.	Attends RTI/pre-referral meetings, but is not an active participant. Defers to others for guidance.	Participates actively as a member of the RTI/pre-referral team. When appropriate, provides guidance to the team, and volunteers services.	Provides leadership and guidance while actively serving as a collaborative member of the RTI/pre-referral team. Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to Special Education and health care guidelines.
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Standard #4 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #5: Contributions to the Learning Environment

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

Service and Support		Level of Performance			
		The School Nurse performing at this level:			
The School Nurse should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
5a	<p>Model positive and respectful rapport.</p> <p><i>Spot Observation Form</i></p>	Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the School Nurse and students. Displays interactions with students that are negative or inappropriate. Student appears uncomfortable in the health care environment.	Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Efforts at developing rapport are partially successful.	Recognizes student individuality and the dignity of each student are consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the health care environment.	Encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.
5b	<p>Establish standards of conduct in the health care setting.</p>	Has no standards of conduct that have been established, and School Nurse disregards or fails to address negative student behavior during screenings or health care sessions.	Establishes standards of conduct for the health care setting. The School Nurse attempts to monitor and correct negative student behavior during evaluations or therapy are partially successful.	Has clearly defined and posted standards of conduct for the health care setting. The School Nurse monitors student behavior against those standards. Response to students and behavior redirections are appropriate and respectful.	Has clearly defined and posted standards of conduct for the health care setting. The School Nurse's monitoring of students is both subtle and preventive. Students engage in self-monitoring of their own behavior.

5c	Enhance the school environment to meet health and safety needs.	Does not follow through on recommendations to enhance the school environment and/or modify the school program in order to meet student health and safety needs.	Implements recommendations to enhance the school environment and/or modify the school program in order to meet student health and safety needs.	Assesses and develops recommendations to enhance the school environment and/or modify the school program in order to meet student health and safety needs.	Takes an active leadership role in crafting recommendations to enhance the school environment and/or modify the school program in order to meet student health and safety needs. Creatively balances needs of school and needs of students.
5d.	Comply with established school wide procedures.	Ignore school procedures. Supervision of students outside the health care setting is nonexistent or haphazard. Student safety is compromised by School Nurse's lack of compliance with crisis or emergency procedures.	Follows established school procedures. Supervision of students outside the health care setting is inconsistent or lacks an appropriate level of attention. The School Nurse follows established procedures in crisis or emergency situations and does not intentionally compromise student safety.	Consistently follows established school procedures. Supervision of students outside the health care setting is consistent and at an appropriate level of attention. Ensures student safety by following established procedures in crisis or emergency situations.	Demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the health care setting is consistently appropriate and students exhibit self-regulating behaviors. Students are attuned to the reasons for the procedures and assume responsibility in there enforcement.

Standard #5 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #6 LEADERSHIP

Special Service Providers have a responsibility for professional growth and positive leadership.

Professional Responsibilities		Level of Performance			
		The School Nurse performing at this level:			
The School Nurse should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
6a	Understand their role and responsibility implementing the District, Department and/or Building Action Plan.	Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required.	Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan.	Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.	Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.
6b	Promote the concept of Professional Learning Communities through purposeful involvement.	Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's or IEP team meetings.	Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's or IEP team meetings.	Actively participates in a PLC or interdisciplinary team to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC or interdisciplinary team.	Assumes a leadership role for the effective implementation of PLC or IEP teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC or IEP team effectiveness.

6c	Continue professional growth.	Does not engage in professional development activities other than for licensure renewal. Makes no effort to share knowledge with others or to contribute productively to school outcomes.	Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices. Supports others in leadership roles.	Seeks new professional development opportunities to challenge self-to grow professionally. Actively reflects on improving nursing practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school.	Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.
6d	Support collaborative partnerships. <i>Spot Observation Form</i>	Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.	Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.
6e	Supervise volunteers and health care technicians.	Has no system for managing volunteers and health care technicians. Volunteers and health care technicians have no clearly defined duties or spend a good deal of time waiting for direction.	Has established a system for managing volunteers and paraprofessionals. Volunteers and health care technicians are productively engaged during portions of the time but require frequent supervision.	Has established an efficient system for managing volunteers and health care technicians. Volunteers and health care technicians are productively and independently able to implement health care plans.	Volunteers and health care technicians make a substantive contribution to the learning environment due to the School Nurse's guidance and planning.

Standard #6 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments:

PERFORMANCE STANDARD #7 PROFESSIONAL RESPONSIBILITIES

Special Service Providers have a responsibility to the profession, district, parents, students and the public.

Professional Responsibilities		Level of Performance			
		The School Nurse performing at this level:			
The School Nurse should know and be able to:		<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Proficient</i>	<i>Exemplary</i>
7a	Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) Policies, the Agreement of Trust and Understanding (ATU), and school rules.	Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and Paterson Public Schools policies and procedures.	Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and Paterson Public Schools policies and procedures.	Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and Paterson Public Schools policies and procedures.	Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and Paterson Public Schools policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
7b	Demonstrate professionalism.	Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	Displays respect for others when interacting with students, parents, staff and the community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced with conflict or challenges.

7c	<p>Effectively communicate.</p> <p><i>Spot Observation Form</i></p>	<p>Inconsistently communicates to students, staff, families, colleagues, administrators and the community. Communication is not accurate, understandable nor is it sent in a timely fashion.</p>	<p>Communicates information in a timely manner with multiple audiences (students, families, colleagues, administrators, community and others) using oral, written and electronic methods of communication.</p>	<p>Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.</p>	<p>Effectively communicates and collaborates with students, families, colleagues, administrators and the community in a manner that supports the welfare and success of students and the organization.</p>
7d	<p>Maintain confidentiality.</p>	<p>Disregards the legal and professional aspects of confidentiality practices.</p>	<p>Seeks clarification and an understanding of confidentiality practices. A desire to develop a working knowledge of the law is demonstrated through the individual's initiative to do research, ask questions, and communicate with colleagues about best practice.</p>	<p>Maintains the legal and professional aspects of confidentiality practices. A working knowledge of the law is demonstrated through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.</p>	<p>Consistently demonstrates respect for and prohibits others from sharing confidential information inappropriately. Demonstrates a working knowledge of the law through the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.</p>
7e	<p>Solve problems.</p>	<p>Is minimally involved in identifying and seeking solutions to building, professional and/or academic issues. Solutions may even have an adverse impact.</p>	<p>Makes limited contributions when identifying and seeking solutions to effectively address building, professional and/or academic issues.</p>	<p>Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building, professional or academic issues.</p>	<p>Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues. Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques</p>

7f	Perform assigned and related duties.	Is absent from assignments and assigned duties and/or is habitually late.	Performs assignment and other duties as assigned. Is usually present and on time.	Assumes full responsibility for the successful implementation of assignment and other duties as assigned. Is present and on time.	Consistently assumes full responsibility for and improves upon the effective and efficient implementation of assignment and other duties as assigned.
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Standard #7 Overall Score	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Progressing I	<input type="checkbox"/> Progressing II	<input type="checkbox"/> Proficient I	<input type="checkbox"/> Proficient II	<input type="checkbox"/> Proficient III	<input type="checkbox"/> Exemplary
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Comments: