



SWCCCASE SPECIAL EDUCATION SCHOOL NURSE PERFORMANCE EVALUATION SYSTEM

*Opening the world through education to
children and young adults
with diverse abilities*

Name: _____

Assignment: _____

Evaluator: _____

Program: _____

Completion Date: _____



SPECIAL EDUCATION SCHOOL NURSE PERFORMANCE STANDARDS

Four Domains of Nursing with 21 components

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating medical knowledge and skill in nursing techniques b. Demonstrating knowledge of child and adolescent development c. Establishing goals for the nursing services appropriate to the setting and the students served d. Demonstrating knowledge of government, community, and Cooperative regulations and resources e. Planning health services for students 	<p style="text-align: center;">Domain 2: The Environment</p> <ul style="list-style-type: none"> a. Creating an environment of respect and rapport b. Establishing a culture for health and wellness c. Following health protocols and procedures d. Supervising staff for delegated duties e. Organizing physical space
<p style="text-align: center;">Domain 3: Delivery of Service</p> <ul style="list-style-type: none"> a. Assessing student needs b. Administering medications to students c. Promoting wellness through classes or classroom presentations d. Managing emergency situations e. Demonstrating flexibility and responsiveness 	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on practice b. Maintaining health records in accordance with policy and submitting reports in a timely fashion c. Communicating with families d. Participating in a professional community e. Engaging in professional development f. Showing professionalism

SWCCCASE

SCHOOL NURSE PRE-OBSERVATION PLANNING RECORD

Name: _____

Date: _____

Program/School: _____

Subject /Area: _____

<p>1. Briefly describe the activity being observed, including any difficulties you anticipate.</p>	<p>2. What are your goals and objectives for this activity? Why are these goals appropriate? (<i>Component 1c</i>)</p>
<p>3. How do these goals demonstrate the application of medical knowledge to the school setting? (<i>Component 1a, 1b, and 1c</i>)</p>	<p>4. How do you plan to engage participants in the activity? What will you do? What will the participants do? (<i>Component 2a and 2b</i>)</p>
<p>5. What instructional materials or other resources will you use? (<i>Component 1d</i>)</p>	<p>6. How do you plan to gather data and assess achievement of the goals? How do you plan to make use of the results of the assessment? (<i>Component 3a</i>)</p>

DOMAIN 1 FOR SCHOOL NURSES: PLANNING AND PREPARATION				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques. <input type="checkbox"/>	Nurse demonstrates basic understanding of medical knowledge and nursing techniques. <input type="checkbox"/>	Nurse demonstrates understanding of medical knowledge and nursing techniques. <input type="checkbox"/>	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques. <input type="checkbox"/>
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development. <input type="checkbox"/>	Nurse displays partial knowledge of child and adolescent development. <input type="checkbox"/>	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. <input type="checkbox"/>	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the nurse displays knowledge of the developmental patterns of individual students. <input type="checkbox"/>
1c: Establishing goals for the nursing services appropriate to the setting and the students served*	Nurse has no clear goals for the nursing services, or they are inappropriate to either the situation or the age of the students. <input type="checkbox"/>	Nurse's goals for the nursing services are rudimentary and are partially suitable to the situation and the age of the students. <input type="checkbox"/>	Nurse's goals for the nursing services are clear and appropriate to the situation in the school and to the age of the students. <input type="checkbox"/>	Nurse's goals for the nursing services 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. <input type="checkbox"/>
1d: Demonstrating knowledge of government, community, and Cooperative regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations or resources for students available through the school or Cooperative. <input type="checkbox"/>	Nurse displays awareness of governmental regulations and resources for students available through the school or Cooperative, but no knowledge of resources available more broadly. <input type="checkbox"/>	Nurse displays awareness of governmental regulations and resources for students available through the school or Cooperative and some familiarity with resources external to the school. <input type="checkbox"/>	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or Cooperative and in the community. <input type="checkbox"/>
1e: Planning health services for students	Individual Health Plan consists of a random collection of unrelated activities, lacking coherence or overall structure. <input type="checkbox"/>	Individual Health Plan includes Basic information <input type="checkbox"/>	Individual Health Plan includes pertinent medical information, detailed interventions and or a plan of action. The plan is accessible. <input type="checkbox"/>	Individual Health Plan includes pertinent medical information, detailed interventions and or a plan of action. The plan is accessible. All appropriate staff members are educated on and can implement the plan. <input type="checkbox"/>

*Differences in disability must be taken into consideration.

Comments: _____

DOMAIN 2 FOR SCHOOL NURSES: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of respect and rapport	Nurse's interactions with some students are negative or inappropriate. <input type="checkbox"/>	Nurse's interactions with students are a mix of positive and negative. <input type="checkbox"/>	Nurse's interactions with students are positive and respectful. <input type="checkbox"/>	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship. <input type="checkbox"/>
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the program as a whole, or among students or among teachers. <input type="checkbox"/>	Nurse's attempts to promote a culture throughout the program for health and wellness are partially successful with students or among teachers. <input type="checkbox"/>	Nurse promotes a culture throughout the program for health and wellness are successful with students or among teachers. <input type="checkbox"/>	The culture in the program for health and wellness, while guided by the nurse, is maintained by both teachers and students. <input type="checkbox"/>
2c: Following health protocols and procedures	Nurse's procedures for nursing services are nonexistent or in disarray. <input type="checkbox"/>	Nurse has rudimentary and partially successful procedures for nursing services. <input type="checkbox"/>	Nurse's procedures for nursing services work effectively. <input type="checkbox"/>	Nurse's procedures for nursing services are seamless, anticipating unexpected situations. <input type="checkbox"/>
2d: Supervising staff for delegated duties	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor staff members' activities. <input type="checkbox"/>	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors staff members' activities sporadically. <input type="checkbox"/>	Nurse has established guidelines for delegated duties and monitors staff members' activities. <input type="checkbox"/>	Staff Members work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional. <input type="checkbox"/>
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored. <input type="checkbox"/>	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. <input type="checkbox"/>	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. <input type="checkbox"/>	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized. <input type="checkbox"/>

Comments: _____

DOMAIN 3 FOR SCHOOL NURSES: DELIVERY OF SERVICE				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions. <input type="checkbox"/>	Nurse's assessments of student needs are basic. <input type="checkbox"/>	Nurse assesses student needs and knows the range of student needs in the program. <input type="checkbox"/>	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. <input type="checkbox"/>
3b: Administering medications to students	Medications are administered with no regard to state or Cooperative policies. <input type="checkbox"/>	Medications are administered by designated individuals, but signed release forms are not conveniently stored. <input type="checkbox"/>	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed. <input type="checkbox"/>	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance, as appropriate. <input type="checkbox"/>
3c: Promoting wellness through classes or classroom presentations*	Nurse's work with students in classes fails to promote wellness. <input type="checkbox"/>	Nurse's efforts to promote wellness through classroom presentations are partially effective. <input type="checkbox"/>	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle. <input type="checkbox"/>	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle. <input type="checkbox"/>
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations. <input type="checkbox"/>	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others. <input type="checkbox"/>	Nurse's plans for emergency situations have been developed for many situations. <input type="checkbox"/>	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies, as appropriate. <input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or services, in spite of evidence of its inadequacy. <input type="checkbox"/>	Nurse makes modest changes in the nursing services when confronted with evidence of the need for change. <input type="checkbox"/>	Nurse makes revisions in the nursing services when they are needed. <input type="checkbox"/>	Nurse is continually seeking ways to improve the nursing services and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>

* Differences in disability must be taken into consideration *

Comments: _____

DOMAIN 4 FOR SCHOOL NURSES: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving. <input type="checkbox"/>	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. <input type="checkbox"/>	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. <input type="checkbox"/>	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies. <input type="checkbox"/>
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. <input type="checkbox"/>	Nurse's reports, records, and documentation are generally accurate, but are occasionally late. <input type="checkbox"/>	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner. <input type="checkbox"/>	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school. <input type="checkbox"/>
4c: Communicating with families	Nurse provides no information to families, either about the nursing services as a whole or about individual students. <input type="checkbox"/>	Nurse provides limited though accurate information to families about the nursing services as a whole and about individual students. <input type="checkbox"/>	Nurse provides thorough and accurate information to families about the nursing services as a whole and about individual students. <input type="checkbox"/>	Nurse is proactive in providing information to families about the nursing services and about individual students through a variety of means. <input type="checkbox"/>
4d: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in program and Cooperative events and projects. <input type="checkbox"/>	Nurse's relationships with colleagues are cordial, and nurse participates in program and Cooperative events and projects when specifically requested to do so. <input type="checkbox"/>	Nurse participates actively in program and Cooperative events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Nurse makes a substantial contribution to program and Cooperative events and projects and assumes leadership role with colleagues. <input type="checkbox"/>
4e: Engaging in professional development	Nurse does not participate in professional development activities to enhance knowledge or skills. <input type="checkbox"/>	Nurse participates in some professional development activities to enhance knowledge and skills. <input type="checkbox"/>	Nurse seeks out opportunities for professional development to enhance knowledge and skills. <input type="checkbox"/>	Nurse seeks out opportunities for professional development and shares information with others. <input type="checkbox"/>
4f: Showing professionalism	Nurse demonstrates little awareness of ethical and legal behavior and does not adhere to the IL Nurse Practice Act. <input type="checkbox"/>	Nurse acts in a manner consistent with high professional standards and the IL Nurse Practice Act but does not advocate for students and families. <input type="checkbox"/>	Nurse acts in a manner consistent with high professional standards and the IL Nurse Practice Act and advocates for students and families. <input type="checkbox"/>	Nurse acts in a manner consistent with high professional standards and the IL Nurse Practice Act and advocates for students and families. The nurse challenges negative attitudes and actively seeks and models ethical consideration for students and colleagues. <input type="checkbox"/>

Comments: _____

PROFESSIONALISM

Attendance/Punctuality

Number of Sick Days Used to Date: _____

Personal Days Used to Date: _____

Number of Learning Links Credits Completed to Date: _____

Professional Appearance

Professional Demeanor

RATING

Domain 1: Planning and Preparation

1a. _____

1b. _____

1c. _____

1d. _____

1e. _____

Domain 2: The Environment

2a. _____

2b. _____

2c. _____

2d. _____

2e. _____

Domain 3: Delivery of Service

3a. _____

3b. _____

3c. _____

3d. _____

3e. _____

Domain 4: Professional Responsibilities

4a. _____

4b. _____

4c. _____

4d. _____

4e. _____

4f. _____

TOTAL POINTS: _____

NUMBER OF ITEMS RATED: _____

Overall Performance Rating: _____

Excellent	3.51 – 4.0
Proficient	2.50 – 3.50
Needs Improvement	2.0 – 2.49
Unsatisfactory	1.0 – 1.99

Nurse's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Professional Data Record

Please share additional information since your last evaluation.

Name: _____

Date: _____

Please record all significant accomplishments. Your comments should serve to clarify and give specific meaning to each item.

Contributions to Program, District and/or Cooperative beyond the regular assignment
(committees, co-curricular, etc.):

Academic Preparation (academic courses, workshops, conferences, etc.):

Professional Contributions:

Memberships:

Presentations:

Published Work:

Other:

Awards and Recognition:

Other:

Self Assessment

Strengths:

Areas for Professional Growth:

Employee Signature

Date