

### III. Family and Community Engagement

#### The Nurse:

	4	3	2	1
	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Parent/Family Engagement</b>	Consistently communicates effectively with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Occasionally communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Rarely communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.
<b>b. Two-Way Communication</b>	Consistently communicates enthusiasm for nursing to students and colleagues. Always uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communication from families.	Regularly communicates enthusiasm for nursing to students and colleagues. Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communication from families.	Occasionally communicates enthusiasm for nursing to students and colleagues. Sometimes uses two-way communication with families about student learning, behavior, and wellness; does not always respond promptly and carefully to communication from families.	Rarely communicates enthusiasm for nursing to students and colleagues. Rarely uses two-way communication with families about student learning, behavior, and wellness; does not respond to communication from families.
<b>c. Culturally Proficient Communication</b>	Consistently communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Regularly communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Occasionally communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Rarely communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.



## II. Teaching All Students

### The Nurse:

	4	3	2	1
	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Student Engagement</b>	Consistently uses instructional and clinical practices such as role modeling that are likely to motivate and engage most students during the lesson, activity, or session.	Regularly uses instructional and clinical practices such as role modeling that are likely to motivate and engage most students during the lesson, activity, or session.	Occasionally uses instructional and clinical practices such as role modeling that are likely to motivate and engage most students during the lesson, activity, or session.	Rarely uses instructional and clinical practices such as role modeling that are likely to motivate and engage most students during the lesson, activity, or session.
<b>b. Meeting Diverse needs</b>	Consistently strives to use appropriate practices to accommodate respect for differences in learning styles, needs, interests, and levels or readiness, including those of students with disabilities and English learners.	Regularly uses appropriate practices to accommodate respect for differences in learning styles, needs, interests, and levels or readiness, including those of students with disabilities and English learners.	Occasionally uses appropriate practices to accommodate respect for differences in learning styles, needs, interests, and levels or readiness, including those of students with disabilities and English learners.	Rarely uses appropriate practices to accommodate respect for differences in learning styles, needs, interests, and levels or readiness, including those of students with disabilities and English learners.
<b>c. Safe Learning Environment</b>	Consistently uses protocols, routines, and appropriate responses that create and maintain a safe physical and intellectual environment.	Regularly uses protocols, routines, and appropriate responses that create and maintain a safe physical and intellectual environment.	Occasionally uses protocols, routines, and appropriate responses that create and maintain a safe physical and intellectual environment.	Rarely uses protocols, routines, and appropriate responses that create and maintain a safe physical and intellectual environment.
<b>d. Student Motivation</b>	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; asks for support when appropriate; takes risks; and challenges themselves to succeed and promote student independence.	Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; regularly asks for support when appropriate; regularly takes risks; and regularly challenges themselves to succeed and promote	Occasionally creates learning experiences that guide students to identify their strengths, interests, and needs; occasionally asks for support when appropriate; occasionally takes risks; and occasionally challenges themselves to	Rarely creates learning experiences that guide students to identify their strengths, interests, and needs; rarely asks for support when appropriate; rarely takes risks; and rarely challenges themselves to succeed and promote



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		student independence.	succeed and promote student independence.	student independence.
<b>e. Clear Expectations</b>	Consistently communicates, models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Regularly communicates, models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Occasionally communicates, models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Rarely communicates, models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.
<b>f. Access to Knowledge</b>	Effectively and consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum supports accessible to all students for whom the school nurse has responsibility, including English learners and students with disabilities.	Regularly adapts instruction, services, plans, communication, and/or assessments to make curriculum supports accessible to all students for whom the school nurse has responsibility, including English learners and students with disabilities.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum supports accessible to all students for whom the school nurse has responsibility, including English learners and students with disabilities.	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum supports accessible to all students for whom the school nurse has responsibility, including English learners and students with disabilities.
<b>g. Delivery of Service</b>	Students' needs are consistently and thoroughly assessed. Doctor's orders are followed. Nursing care plans are comprehensive and always followed for emergency and non-emergency situations. Medications and treatments are	Students' needs are regularly and thoroughly assessed. Doctor's orders are followed. Nursing care plans are comprehensive and always followed for emergency and non-emergency situations. Medications and treatments are	Students' needs are occasionally assessed. Doctor's orders are occasionally followed. Nursing care plans are occasionally followed for emergency and non-emergency situations. Medications and treatments are occasionally	Students' needs are rarely accurately and thoroughly assessed. Doctor's orders are rarely followed. Nursing care plans are rarely followed for emergency and non-emergency situations. Medications and treatments are rarely



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	administered as ordered, release forms are signed and medication administration record is accurate. Students take an active role in medication administration. Nursing interventions are continuously evaluated and plans are revised as needed.	administered as ordered, release forms are signed and medication administration record is accurate. Students take an active role in medication administration. Nursing interventions are continuously regularly evaluated and plans are revised as needed.	administered as ordered, release forms may or may not be signed and medication administration record is occasionally accurate. Students do not always take an active role in medication administration. Nursing interventions and plans are occasionally evaluated and are revised as needed.	administered as ordered, release forms are not signed and medication administration record is inaccurate. Students rarely take an active role in medication administration. Nursing interventions and plans are not evaluated and revised consistently.



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<b>b. Two-Way Communication</b>	Consistently communicates enthusiasm for nursing to students and colleagues. Always uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communication from families.	Regularly communicates enthusiasm for nursing to students and colleagues. Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communication from families.	Occasionally communicates enthusiasm for nursing to students and colleagues. Sometimes uses two-way communication with families about student learning, behavior, and wellness; does not always respond promptly and carefully to communication from families.	Rarely communicates enthusiasm for nursing to students and colleagues. Rarely uses two-way communication with families about student learning, behavior, and wellness; does not respond to communication from families.
<b>c. Culturally Proficient Communication</b>	Consistently communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Regularly communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Occasionally communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Rarely communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.





## IV. Professional Culture

The Nurse:

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Reflective Practice</b>	Consistently reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Occasionally reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Rarely reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.
<b>b. Goal Setting</b>	Consistently proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Regularly proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Occasionally proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Rarely proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.
<b>c. Professional Learning and Growth</b>	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Demonstrates a working knowledge of current research.	Regularly seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Demonstrates a working knowledge of current research.	Occasionally seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Does not demonstrate a working knowledge of current research.	Rarely seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. Does not demonstrate a working knowledge of current research.
<b>d. Professional Collaboration</b>	Consistently collaborates and shares expertise and new ideas with colleagues through shared	Regularly collaborates and shares expertise and new ideas with colleagues through shared planning and/or	Occasionally collaborates and shares expertise and new ideas with colleagues through shared	Rarely collaborates and shares expertise and new ideas with colleagues through shared planning and/or

## IV. Professional Culture

The Nurse:

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
	planning and/or informal conversation in such work as: analyzing student performance and development and planning of appropriate interventions at the classroom or school level.	informal conversation in such work as: analyzing student performance and development and planning of appropriate interventions at the classroom or school level.	planning and/or informal conversation in such work as: analyzing student performance and development and planning of appropriate interventions at the classroom or school level.	informal conversation in such work as: analyzing student performance and development and planning of appropriate interventions at the classroom or school level.
<b>e. Consultation</b>	Consistently provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared	Occasionally provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared	Rarely provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared
<b>f. Decision-Making</b>	Consistently contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade level.	Regularly contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade level.	Occasionally contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade level.	Rarely contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade level.
<b>g. Shared Responsibility</b>	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, regularly reinforces school-wide behavior and learning expectations for all students and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, occasionally reinforces school-wide behavior and learning expectations for all students and contributes to their learning by sharing responsibility for meeting their needs.	Within and beyond the classroom, rarely reinforces school-wide behavior and learning expectations for all students and contributes to their learning by sharing responsibility for meeting their needs.



#### IV. Professional Culture

The Nurse:                      4                      3                      2                      1

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>h. Judgment</b>	Consistently demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Regularly demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Occasionally demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Rarely demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.
<b>i. Reliability and Responsibility</b>	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; is rarely late or absent from school.	Regularly fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; is rarely late or absent from school.	Occasionally fulfills professional responsibilities; is occasionally punctual and reliable with paperwork, duties, and assignments; is sometimes occasionally late or absent from school.	Rarely fulfills professional responsibilities; is rarely punctual and reliable with paperwork, duties, and assignments; is often late or absent from school.

