



Nurse Observation Rubric  
School District of Philadelphia SY 2016-2017

**Domain 1: Planning and Preparation**

<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>1b: Demonstrating Knowledge of Students/ Demonstrating Knowledge of Individual Health Needs</b>	The CSN demonstrates limited understanding of individual health needs.	The CSN demonstrates basic understanding of individual health needs.	The CSN demonstrates adequate understanding of individual health needs.	The CSN demonstrates extensive understanding of individual health needs.
<i>Evidence/Examples</i>	<i>The CSN does not access student's demographic data and health history to aid in physical assessment.</i>	<i>The CSN utilizes available student data occasionally to aid in performing a physical assessment of the student.</i>	<i>The CSN consistently utilizes available student information databases and health records to aid in performing a physical assessment.</i>	<i>The CSN consistently utilizes available student information databases, health records, and seeks input from teachers and other relevant personnel to aid in completing a physical assessment.</i>

<b>Component</b>	<b>0 Failing</b>	<b>1 Needs Improvement</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>
<b>1d: Demonstrating Knowledge of Resources/ Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources</b>	The CSN demonstrates limited knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates some knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates adequate knowledge of appropriate laws, regulations, and resources.	The CSN demonstrates extensive knowledge of appropriate laws, regulations, and resources and uses knowledge to regularly assess the impact on services.
<i>Evidence/Examples</i>	<i>The CSN does not complete the process for each mandated screening.</i>  <i>The CSN does not review student immunization records for compliance with state mandates.</i>	<i>The CSN partially completes the process for each mandated screening.</i>  <i>The CSN reviews student immunization records but does not follow-up with families of students that are out of compliance.</i>	<i>The CSN completes the process for each mandated screening.</i>  <i>The CSN reviews student immunization records, and follows-up periodically throughout the school year according to state guidelines.</i>	<i>The CSN completes the process for each mandated screening, communicates the results with teachers, as appropriate, and follows-up with referrals as needed, utilizing existing resources.</i>  <i>The CSN reviews student immunization records, follows-up throughout the school year according to state guidelines, and educates parents with community resources for immunization compliance.</i>



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**Domain 2: Educational Environment**

<b>Component</b>	<b>0 <i>Failing</i></b>	<b>1 <i>Needs Improvement</i></b>	<b>2 <i>Proficient</i></b>	<b>3 <i>Distinguished</i></b>
<b>2a: Creating an Environment of Respect and Rapport</b>	The CSN's interactions with members of the school community are often negative or inappropriate.	The CSN's interactions with members of the school community are adequate.	The CSN's interactions with members of the school community are positive and respectful.	Members of the school community seek out the CSN based upon the establishment of respectful, collaborative, and trusting relationships.
<i>Evidence/Examples</i>	<i>Confidentiality is not maintained. The CSN makes inappropriate remarks during meetings with school community. The CSN communicates in a negative manner through email correspondence to members of the school community. The CSN speaks to students in a condescending manner. The CSN is not sensitive to cultural and socio-economic challenges some community members encounter.</i>	<i>Confidentiality is compromised at times. The CSN will occasionally cause conflict with school community members. Interactions with school community are most often appropriate. The CSN is sensitive to cultural and socioeconomic characteristics of the school community.</i>	<i>The CSN is professional and respectful when working with the school community. The CSN's rapport with school community is supportive and caring. The CSN intervenes for those of the school community with cultural and socioeconomic challenges. The CSN works effectively with her nursing peers. Correspondence (email, verbal) is consistently appropriate and positive.</i>	<i>The CSN is sought out by the school community because of trusting and caring relationship, administration receives positive feedback from the school community members acknowledging communication that is respectful, supportive, and knowledgeable. The CSN actively provides resources for those with cultural and socioeconomic challenges.</i>



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<b>2b: Establishing a Culture for Learning/ Establishing a Culture for Health and Wellness</b>	The CSN does not contribute to the establishment of a culture for health and wellness. CSN is not sensitive to the developmental, cultural, and socioeconomic characteristics of the school community	The CSN has made some contributions toward the establishment of a culture for health and wellness.  The CSN shows some sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.	The CSN has made meaningful contributions toward the establishment of a culture for health and wellness that demonstrate sensitivity to the developmental, cultural, and socioeconomic needs of the school community.	The CSN has made significant contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community in ways that demonstrate sensitivity to the developmental, cultural, and socioeconomic needs of the community.
<i>Evidence/Examples</i>	<i>The CSN does not participate in health initiatives.</i>	<i>The CSN occasionally participates in health initiatives.  The CSN recognizes health care needs of students but does not intervene with possible solutions.</i>	<i>The CSN consistently participates in health initiatives.  The CSN provides resources to the school community regarding health and wellness issues.  The CSN is aware of specific health issues within the school community.</i>	<i>The CSN organizes programs such as Holiday Sharing, Immunization Clinics, Health Fairs, Blood Drive, etc.  The CSN aids in accessing health care, reduced, free breakfast, lunch and other resources for students, as needed.</i>



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<b>2c: Managing Health Suite Procedures/ Following Health Protocols and Procedures</b>	The CSN does not follow health protocols and procedures.	The CSN is inconsistent in following health protocols and procedures. The CSN usually keeps documentation of all interactions with students and other members of the community, but lacks consistency and clarity in her record keeping.	The CSN follows health protocols and procedures. The CSN consistently documents interactions with students and other members of the community and these records are usually complete and clear.	The CSN follows health protocols and procedures and uses effective problem-solving skills in unique situations. All interactions with students and other members of the community are documented in a manner that is complete and clear in its meaning.
<i>Evidence/Examples</i>	<i>The CSN does not follow school district policies and procedures/department standing orders.</i>  <i>The CSN documentation is absent or not complete.</i>	<i>The CSN is aware of and generally follows school district policies and procedures/department standing orders.</i>  <i>The CSN documentation is inconsistent.</i>	<i>The CSN consistently follows school district policies and procedures/department standing orders.</i>  <i>The CSN documentation is consistent and adequate.</i>	<i>The CSN contributes to the development of district policies and procedures/department standing orders related to health and wellness.</i>  <i>The CSN documentation is complete with follow-up as needed and shared with appropriate school staff as necessary for student success.</i>



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**Domain 3: Delivery of Service**

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<b>3a: Communicating with Students/Communicating Clearly and Accurately</b>	Oral and written communications skills are ineffective.	Oral and written communication skills are adequately developed.	Effective oral and written communication skills result in purposeful and consistently positive outcomes.	Effective oral and written communication skills result in community-building, enhancement and trust in school nursing services.
<i>Evidence/Examples</i>	<p><i>The CSN does not proofread communications prior to dissemination.</i></p> <p><i>The CSN does not use language that is appropriate and professional.</i></p>	<p><i>The CSN inconsistently proofreads communications prior to dissemination.</i></p> <p><i>The CSN inconsistently uses language that is appropriate and professional.</i></p>	<p><i>The CSN consistently proofreads communications prior to dissemination.</i></p> <p><i>The CSN consistently uses language that is appropriate and professional.</i></p>	<p><i>The CSN consistently proofreads communications prior to dissemination.</i></p> <p><i>The CSN adapts communications to the specific needs of the recipient(s).</i></p>

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<b>3b: Using Questioning and Discussion Techniques/Gathering Information</b>	The CSN does not use appropriate information gathering techniques.	The CSN uses appropriate information gathering techniques most of the time.	The CSN consistently uses appropriate information gathering techniques.	The CSN consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, the system and the practice at large.
<i>Evidence/Examples</i>	<i>The CSN does not access student's health history or demographic data.</i>	<i>The CSN inconsistently accesses student's health history or demographic data.</i>	<i>The CSN consistently utilizes available student health history or demographic data.</i>	<i>The CSN consistently utilizes available student health history, demographic data and evidence-based resources.</i>



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<b>3e: Demonstrating Flexibility and Responsiveness</b>	The CSN does not demonstrate flexibility and responsiveness to making changes to a plan or program.	The CSN is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.	The CSN is willing to make some changes to a plan or program when the results suggest that there is need for change and consistently evaluates whether the changes were helpful.	The CSN consistently seeks input from all stakeholders to guide decision- making. Ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes results in meaningful improvements and improved outcomes.
<i>Evidence/Examples</i>	<i>The CSN fails to adapt the plan of care and respond effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN inconsistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes.</i>	<i>The CSN consistently adapts the plan of care and responds effectively to scheduled and unscheduled changes throughout the school day for a student with a chronic condition, i.e. Type 1 Diabetes and communicates these changes to the appropriate school community.</i>



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**Domain 4: Professional Development**

<b>Component</b>	<b>0 <i>Failing</i></b>	<b>1 <i>Needs Improvement</i></b>	<b>2 <i>Proficient</i></b>	<b>3 <i>Distinguished</i></b>
<b>4c: Communicating with Families/Communicating with Members of the School Community</b>	The CSN provides little or no information to members of the school community.	The CSN provides accurate information to members of the school community when necessary.	The CSN provides accessible and accurate information to members of the school community on a consistent basis.	The CSN engages others in determining the information that would be of value to the larger school community and provides it in an accessible, effective, and accurate manner.
<i>Evidence/Examples</i>	<i>The CSN provides no information to the Concussion Management Team.  CSN refuses to provide data to the School Health Advisory Committee for their use in developing student wellness programs.</i>	<i>The CSN provides limited information to the Concussion Management Team.  The CSN provides minimal data to the School Health Advisory Committee for their use in developing student wellness programs.</i>	<i>The CSN provides information to the Concussion Management Team.  The CSN provides data to the School Health Advisory Committee for their use in developing student wellness programs.</i>	<i>The CSN is an active participant in the Concussion Management Team, assisting with the development of individual student plans.  The CSN is an active member of the School Health Advisory Committee and routinely provides data for their use in developing student wellness programs.</i>



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<b>4f: Showing Professionalism/Demonstrating Professionalism</b>	The CSN has inappropriate interactions with members of the school community and violates principles of confidentiality.	The CSN is appropriate in interactions with members of the school community and protects confidentiality.	The CSN displays high standards of honesty, integrity, and confidentiality when interacting with members of the school community.	The CSN holds the highest ethical standards when interacting and advocating for members of the school community.
<i>Evidence/Examples</i>	<p><i>The CSN does not educate members of the school community about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN is unaware of, nor adheres to educational laws, health care laws, nursing ethics, federal or state regulations, and district policies relating to privacy and confidentiality.</i></p>	<p><i>The CSN provides minimal education to members of the school community about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN is aware of educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality</i></p>	<p><i>The CSN educates members of the school community about therapeutic, and professional student-nurse relationships, and role boundaries.</i></p> <p><i>The CSN adheres to educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality</i></p>	<p><i>The CSN educates members of the school community and serves as a role model about therapeutic and professional student-nurse relationships and role boundaries.</i></p> <p><i>The CSN adheres to educational laws, health care laws, nursing ethics, federal, or state regulations, and district policies relating to privacy and confidentiality and educates administrators and colleagues.</i></p>

The following documents were used as reference in the development of this document:

Danielson, C. (2013). Framework for Teaching Evaluation Instrument. The Danielson Group