

Nurse Rubric 2017-2018
Domain 1 Planning and Preparation

| Component | Ineffective | Developing | Skilled | Accomplished |
|---|--|---|--|---|
| 1a: Demonstrating knowledge of health/illness content | Nurse demonstrates little understanding of health/illness content and nursing techniques. | Nurse demonstrates basic understanding of health/illness content and nursing techniques. | Nurse demonstrates understanding of health/illness content and nursing techniques and its impact on learning. | Nurse demonstrates deep and thorough understanding of health/illness content and nursing techniques, and its impact on learning. Nurse serves as a resource for colleagues. |
| 1b: Demonstrating knowledge of students | Nurse demonstrates little or no knowledge of students' developmental stages, backgrounds, cultures, languages, special needs. | Nurse indicates the importance of understanding students' developmental stages, backgrounds, cultures, languages, special needs. | Nurse demonstrates knowledge and understanding of students' developmental stages, backgrounds, cultures, languages, special needs. | Nurse actively seeks knowledge and understanding of students including, but not limited to, students' developmental stages, backgrounds, cultures, languages, special needs from a variety of sources, and attains this knowledge for individual students and their families. |
| 1c: Setting goals for nursing process* | Nurse has no clear goals for the nursing program, or they are inappropriate to the situation in the school and school population. | Nurse's goals for the nursing program are somewhat realistic, measurable, achievable and meaningful related to the school situation and population. | Nurse's goals for the nursing program are realistic, measurable, achievable and meaningful related to the school situation and population. | Nurse's goals for the nursing program are realistic, measurable, achievable and meaningful. The program encompasses clinic activities and broader initiatives for the school community which are developed in consultation with students, parents, colleagues, and the community. |
| 1d: Demonstrating knowledge of resources | Nurse demonstrates little or no ability to identify resources needed for nursing program. | Nurse demonstrates ability to identify needed resources, but no clear criteria on how to select or obtain appropriate resources. | Nurse demonstrates ability to identify needed resources available to implement the plan of care, selects resources based on criteria that meet the objectives. | Nurse demonstrates extensive awareness of resources available for students through the school, district, and the community. Nurse seeks out additional appropriate resources that benefit the school population and others in the district. |
| 1e: Demonstrating knowledge of professional standards and regulations* | Nurse demonstrates little or no familiarity with professional standards, requirements and/or regulations that may affect planning of care. | Nurse demonstrates incomplete knowledge of professional standards, requirements and/or regulations that may affect planning of care. | Nurse incorporates professional standards, governmental, district, departmental requirements and/or regulations into plan. | Nurse demonstrates extensive awareness of professional standards, governmental, district, departmental requirements and/or regulations and is a resource for colleagues in gaining such knowledge. |
| 1f: Developing a plan to evaluate the Nursing Program | Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Nurse has a rudimentary plan to evaluate the nursing program. | Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. Nurse's evaluation plan includes a clear path toward improving the program on an ongoing basis. |

Nurse Rubric 2017 – 2018
Domain 2 Nurse Office and School Environment

| Component | Ineffective | Developing | Skilled | Accomplished |
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| 2a: Creating an environment of respect and rapport | Nurse's interactions with students, staff, and families are frequently inappropriate and negative. No consideration of culture or level of development. Provides little or no information to families about the nursing program as a whole or the individual student. | Nurse's interactions with students, staff, and families are generally positive and appropriate, but sometimes display insensitivity or lack of responsiveness. Inconsistently and or ineffectively provides information to families about the nursing program as a whole or the individual student. | Nurse's interactions with students, staff, and families are positive, respectful, and appropriate to the situation. Consistently and effectively communicates with families about the nursing program as a whole or the individual student. | Students, staff, and parents seek out the nurse, reflecting a high degree of comfort and trust in the relationship. The nurse is proactive in providing effective communication to families, school community, individual students about the nursing program and student health concerns through a variety of means. |
| 2b: Establishing a culture for health and wellness* | Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or staff. | Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. | Nurse promotes a culture throughout the school for health and wellness. | Nurse's expertise and recommendations help guide the school to identify needs and institute needed programs for health and wellness. |
| 2c: Establishing health protocols and procedures* | Nurse's procedures for the nursing office are nonexistent or ineffective. | Nurse has rudimentary and partially successful procedures for the nursing office. | Nurse's procedures for the nursing office work effectively. | Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. |
| 2d: Supervision of health activities and programs* | Nurse has no established guidelines to ensure that health activities (i.e. medication administration and programs) run efficiently. Nurse does not monitor staff/outside personnel that are helping with health activities or programs. | Nurse's efforts to establish guidelines to ensure that health activities (i.e. medication administration and programs) run efficiently are partially successful. Nurse monitors sporadically staff/outside personnel that are helping with health activities or programs. | Nurse's established guidelines to ensure that health activities (i.e. medication administration and programs) run efficiently are successful. Nurse monitors staff/outside personnel helping with activities/programs. | Nurse has established clear guidelines for health activities (i.e. medication administration and programs) allowing those helping with health activities or programs to work independently. Nurse's supervision is subtle and professional. |
| 2e: Organizing physical space | Nurse's office is not well organized or is inappropriate to the planned activities. Medications, sharps, and records are not properly stored. | Nurse's attempts to create a well-organized physical environment are partially successful. Medications, sharps, and records are stored securely. | Nurse's office is well-organized and is appropriate for the planned activities. Medications, sharps, and records are properly stored and well organized. | Nurse's office is efficiently organized, safe, and is highly appropriate for the planned activities. Medications, sharps, and records are properly stored and well organized. Extra effort and creative problem solving are evident in enhancing space. |

Nurse Rubric 2017 – 2018
Domain 3 Service Delivery

| Component | Ineffective | Developing | Skilled | Accomplished |
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| 3a: Collecting data | Nurse treats immediate health complaint of student. Does not demonstrate awareness of need to collect data from other sources when that would be appropriate. | Nurse demonstrates awareness of need to collect comprehensive data pertinent to student's health status. Inconsistent in seeking data from multiple sources when that would be appropriate. | Nurse collects data as needed from multiple sources such as student interview, observation, physical assessment, school staff/parent input, healthcare providers, etc. | Nurse collects data with larger view to how the student functions in the school community. Moreover, nurse collects data pertinent to the health concerns of the entire school community. |
| 3b: Analyzing Data for the purpose of providing nursing care | Nurse does not demonstrate process of analyzing or synthesizing data pertinent to student's health complaint. | Nurse attempts to analyze and synthesize data as collected to address student's health status. | Nurse analyzes and synthesizes comprehensive data pertinent to student's health status. | Nurse's analysis and synthesis reflect a depth of understanding of the student's health status within the context of the student's family situation and greater school community. Moreover, nurse analyzes and synthesizes data pertinent to the health concerns of the entire school community. |
| 3c: Planning the nursing intervention* | Nursing interventions are planned with minimal awareness of need to collaborate and communicate with student, family, school staff, etc. | Nurse demonstrates awareness of importance of planning nursing interventions with the student, family, and school staff as appropriate. | Nurse collaborates with student, family, school staff and others as needed in planning nursing interventions. Communicates plan of nursing care clearly with stakeholders as needed. | Nurse collaborates in planning interventions with a goal of promoting student's health and optimal functioning within the school community. Nurse collaborates in planning interventions for individual students, for groups of students, and for the school community as a whole. |
| 3d: Performing Nursing Intervention* | Nursing interventions address only the student's immediate health complaint. Interventions are not differentiated for individual students or for more complex health needs. | Nurse attempts to individualize interventions based on analysis of collected data. | Nursing interventions follow directly from the comprehensive analysis of the collected data and are pertinent to the student's health status. | Nurse's interventions are relevant to student's academic performance and promote optimal student functioning within the school community. Nursing interventions for the school community follow directly from a comprehensive analysis of the health needs of the community. |
| 3e: Evaluating Nursing Intervention | Nurse does not demonstrate awareness of need to evaluate nursing interventions beyond immediate response to care. | Nurse attempts to evaluate the effectiveness of nursing interventions through own observations. | Nurse regularly evaluates the effectiveness of plan of care and interventions through own observations and input from stakeholders. Nurse revises and collaborates with stakeholders to revise interventions as needed. | Evaluations and revisions are based on collaboration and are relevant to the student's ongoing health status and functioning within the school community. Nursing interventions for the wider community are also evaluated for their effectiveness and revised as needed. |



Nurse Rubric 2017 – 2018
Domain 4 Professional Responsibilities

| | Ineffective | Developing | Skilled | Accomplished |
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| 4a: Reflecting on practice | Nurse does not reflect on practice, or the reflections are inaccurate or self-serving. | Nurse’s reflection on practice is moderately accurate and objective without citing specific examples. Nurse offers only general suggestions as to how it might be improved. | 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 practice might be improved. | Nurse’s reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies. |
| 4b: Maintaining health records* | Nurse’s reports, records, and documentation are missing, late or inaccurate, resulting in confusion. Rarely maintains and reviews students' health information. | Nurse’s reports, records, and documentation are generally accurate, but reports are not consistently submitted in a timely manner. Inconsistently maintains and reviews students' health information. | Nurse’s reports, records, and documentation are accurate. Reports are submitted in a timely manner. Consistently maintains or reviews students' health information. | Nurse’s approach to record keeping is highly systematic and efficient. It serves as a model for colleagues. |
| 4c: Complying with District and departmental policies and procedures | Nurse does not follow District and departmental policies and procedures. | Nurse inconsistently follows District and departmental policies and procedures. | Nurse consistently follows District and departmental policies and procedures. | Nurse has strong commitment to District and departmental policies and procedures, assists in revising and developing policies and procedures and acts as a resource to colleagues. |
| 4d: Participating in a professional community | Nurse’s relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district meetings, events and projects. | Nurse’s relationships with colleagues are cordial, and nurse participates in school and district meetings, events and projects when specifically requested to do so. | Nurse participates actively in school and district meetings, events and projects and maintains positive and productive relationships with colleagues. | Nurse makes a substantial contribution to professional activities with school, District and/or greater community. Nurse maintains positive relationships with colleagues, CMSD and other professionals. |
| 4e: Engaging in professional development | Nurse rarely seeks to participate in professional development activities, even when such activities are clearly needed for the development of nursing skills. | Nurse occasionally seeks professional development activities to promote professional competency. | Nurse regularly initiates and completes professional development goals and seeks independent learning opportunities to build new knowledge and skills. | Nurse shares new knowledge, resources, and innovative practice with colleagues as gained through a variety of professional resources. |
| 4f: Showing Professionalism* | Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. | Nurse is honest in interactions with colleagues, students, and the public; does not violate principles of confidentiality. | Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Advocates for students when needed. | Nurse displays high standards of honesty, integrity, and confidentiality. Advocates in the greater community for public health needs. Takes a leadership role with colleagues. |