SAD 55 TEPG Rubric for Nurses

Domain 1. Planning and Preparation

- **Standard Indicator 1a.** Demonstrating medical knowledge and skill in nursing techniques and developmental characteristics of students
- **Standard Indicator 1b.** Demonstrating knowledge of government, community, and district regulations and resources
- **Standard Indicator 1c.** Planning the nursing program for both individuals and groups of students, integrated with the regular school program

Domain 2. The Environment

- **Standard Indicator 2a.** Establishing a culture for health and wellness
- **Standard Indicator 2b.** Following health protocols and procedures and maintaining health records
- **Standard Indicator 2c.** Supervising health associates

Domain 3. Delivery of Service

- **Standard Indicator 3a.** Assessing student needs and adminstering medication to students
- **Standard Indicator 3b.** Communicating with familes and staff
- **Standard Indicator 3c.** Managing medical emergency situations

Core Proposition 4. Teachers think systematically about their practice and learn from experience

- **Standard Indicator 4.1. Reflective Practice.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.
- **Standard Indicator 4.2. Continuous Professional Growth.** The teacher uses research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities

- **Standard Indicator 5.1. Professional Collaboration.** The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.
- **Standard Indicator 5.2. Engagement With Caregivers and Community.** The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Danielson Domain 1: Planning and Preparation

Standard Indicator 1a. Demonstrating medical knowledge and skills in nursing techniques and developmental characteristics of students

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse demonstrates little understanding of medical knowledge and nursing techniques and little understanding of the developmental characteristics of students.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques and basic understanding of the developmental characteristics of students.	Nurse demonstrates understanding of medical knowledge and nursing techniques and accurate understanding of the typical developmental characteristics of students.	Nurse demonstrates deep and thorough understanding of medical knowledge, nursing techniques, and the typical developmental characteristics of students as well as exceptions to the general pattern.

Standard Indicator 1b. Demonstrating knowledge of government, community, and district regulations and resources

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.

Standard Indicator 1c. Planning the nursing program for both individuals and groups of students, integrated with the regular school program

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Danielson Domain 2: The Environment

Standard Indicator 2a. Establishing a culture for health and wellness

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	*Nurse 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.*	*The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.*

Standard Indicator 2b. Following health protocols and procedures and maintaining health records

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse's procedures for the nursing office are nonexistent or in disarray. Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	*Nurse has rudimentary and partially successful procedures for the nursing office. Nurse's reports, records, and documentation are generally accurate, but are occasionally late.*	*Nurse's procedures for the nursing office work effectively. Nurse's reports, records, and documentation are accurate and are submitted in a timely fashion.*	*Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.*

Standard Indicator 2c. Supervising health associates

1, Ineffective	2, Developing	3, Effective	4, Distinguished
No guidelines for delegated duties have been established or the guidelines are unclear. Nurse does not monitor health associates' activities.	*Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors health associates' activities sporadically.*	*Nurse has established guidelines for delegated duties and monitors health associates' activities.*	*Health associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.*

Danielson Domain 3: Delivery of Service

Standard Indicator 3a. Assessing student needs and administering medication to students

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse does not assess student needs or the assessment result in inaccurate conclusions. Medications are administered with no regard to state or district policies.	Nurse's assessments of student needs are perfunctory. Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Nurse assesses student needs and knows the range of student needs in the school. Medications are administered by designated individuals, and signed released forms are conveniently stored and available when needed.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.

Standard Indicator 3b. Communicating with families and staff

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse provides no information to families or staff, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families and staff about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families and staff about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families and staff about the nursing program and about individual students through a variety of means.

Standard Indicator 3c. Managing medical emergency situations

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Nurse has no contingency plans for medical emergency situations.	Nurse's plans for medical emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for medical emergency situations have been developed for many situations.	Nurse's plans for medical emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice
The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher creates professional goals without analyzing evidence or develops standalone goals. OR Teacher does not set a goal.	Teacher uses little data to set goals and periodically reflect on practice.	Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.	Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.

Standard Indicator 4.2. Continuous Professional Growth
The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not refer to current research-based resources or use feedback from others to inform professional growth. Teacher does not actively participate in professional learning opportunities.	Teacher uses some available research-based resources or feedback when provided but does not seek out such resources on his or her own. Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.	Teacher seeks out and accesses a variety of current research-based resources, feedback from others, and professional learning opportunities. Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.	Teacher seeks out and accesses relevant research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth. Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration
Teacher contributes to school effectiveness by collaborating with other professionals on activities that contribute to school improvement and student learning

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not actively participate in collaborative activities.	When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.	Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.	Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning. Teacher assumes proactive and creative leadership roles within and outside his or her learning community.

Standard Indicator 5.2. Engagement With Caregivers and Community
Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not communicate with students' caregivers. Teacher does not identify or utilize community resources.	Teacher uses one-way communication to inform caregivers of students' progress. Teacher utilizes community resources, when provided, to enhance student learning and well-being.	Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.	Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out additional modes of communication in an attempt to engage all caregivers. Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population. Teacher advocates in the school and community to meet the needs of learners and their families.