

Bloomington District 87 Professional Appraisal System

Form A: Pre-Observation Conversation for School Nurses

Specialist:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Medical and Nursing Process Knowledge	4a - Maintaining Health Records	2a - Establishing an Environment of Respect and Rapport	3a - Nursing Assessment of Student Health Needs
1b - Demonstrating Knowledge of Child/Adolescent Development	4b - Communicating with School Community	2b - Establishing a Culture for Health and Wellness	3b - Administering Medication to Students
1c - Establishing Appropriate Program Goals	4c - Participating in a Professional Community	2c - Establishing Health Protocols and Procedures	3c - Demonstrating Knowledge for Supporting Student Health and Wellness
1d - Demonstrating Knowledge of Acute, Episodic, and Chronic Health Conditions	4d - Engaging in Professional Development	2d - Organizing Physical Space	3d - Collaborating to Develop Flexible and Responsive Educational Programs and Services for Students
1e - Demonstrating Knowledge of Federal, State, Local, and District Resources	4e - Showing Professionalism		

Questions for Discussion between Specialist and Evaluator:

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c, & 1e)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1a, 1b, & 1e)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (2a & 2d)
5. During the observation I will be collecting evidence about your interactions, directions, procedures, explanations, transitions, and closure with students. What specific information would you like me to collect about your communication with students? (2a & 3a)
6. How do you differentiate to address the needs of students? (1d, 3a, 3c, & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1d & 3a)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (3d & 4c)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d & 4b)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

**Bloomington Public School District 87 Professional Appraisal System
Form B: Conference Reflection for Specialists**

Specialist _____ School(s) _____

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?
 - a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)
 - b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)

2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?

3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?

5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

Bloomington Public School District 87 Professional Appraisal System

Form C: Informal Observation for School Nurses

Specialist: _____ Date/Time: _____

Evaluator: _____ Subject Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Medical and Nursing Process Knowledge 1b - Demonstrating Knowledge of Child/Adolescent Development 1c - Establishing Appropriate Program Goals 1d - Demonstrating Knowledge of Acute, Episodic, and Chronic Health Conditions 1e - Demonstrating Knowledge of Federal, State, Local, and District Resources	4a - Maintaining Health Records 4b - Communicating with School Community 4c - Participating in a Professional Community 4d - Engaging in Professional Development 4e - Showing Professionalism	2a - Establishing an Environment of Respect and Rapport 2b - Establishing a Culture for Health and Wellness 2c - Establishing Health Protocols and Procedures 2d - Organizing Physical Space	3a - Nursing Assessment of Student Health Needs 3b - Administering Medication to Students 3c - Demonstrating Knowledge for Supporting Student Health and Wellness 3d - Collaborating to Develop Flexible and Responsive Educational Programs and Services for Students

Time	Actions & Statements/Questions by Specialist & Students	Component

Bloomington Public School District 87 Professional Appraisal System

Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

Observation dates included in the basis of this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 2 – The Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)

We have conducted a conversation on the rubrics. The Specialist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.

Specialist Signature: _____

Date: _____

Signature indicates only that the Specialist has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

Bloomington Public School District 87 Professional Appraisal System Form E: Individual Growth Plan Self-Assessment for School Nurses

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

<i>Strengths</i>	<i>Domains/Components</i>	<i>Growth Opportunities</i>
	<p>Domain 1: Planning and Preparation</p> <p>1a - Demonstrating Medical and Nursing Process Knowledge</p> <p>1b - Demonstrating Knowledge of Child/Adolescent Development</p> <p>1c - Establishing Appropriate Program Goals</p> <p>1d - Demonstrating Knowledge of Acute, Episodic, and Chronic Health Conditions</p> <p>1e - Demonstrating Knowledge of Federal, State, Local, and District Resources</p>	
<i>Next Steps:</i>		
	<p>Domain 2 - The Environment</p> <p>2a - Establishing an Environment of Respect and Rapport</p> <p>2b - Establishing a Culture for Health and Wellness</p> <p>2c - Establishing Health Protocols and Procedures</p> <p>2d - Organizing Physical Space</p>	
<i>Next Steps:</i>		

<i>Strengths</i>	<i>Domains/Components</i>	<i>Growth Opportunities</i>
	<p>Domain 3 - Delivery of Service</p> <p>3a - Nursing Assessment of Student Health Needs</p> <p>3b - Administering Medication to Students</p> <p>3c - Demonstrating Knowledge for Supporting Student Health and Wellness</p> <p>3d - Collaborating to Develop Flexible and Responsive Educational Programs and Services for Students</p>	
Next Steps:		
	<p>Domain 4: Professional Responsibilities</p> <p>4a - Maintaining Health Records</p> <p>4b - Communicating with School Community</p> <p>4c - Participating in a Professional Community</p> <p>4d - Engaging in Professional Development</p> <p>4e - Showing Professionalism</p>	
Next Steps:		

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Form F: Individual Growth Plan Goal

Directions: Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

Individual Growth Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this important? • Is it based on the <i>Framework for School Nurses</i> practice?
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will I be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) “high interest” Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

My Individual Growth Plan Goal (include when, what, who, and data source):

Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for School Nurses

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for School Nurses Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

I have reviewed the above Individual Goal Action Plan:

Specialist's Signature: _____

Date: _____

Evaluator: _____

Date: _____

**If Tenured, mark if this is a Collaborative Plan:* _____ Yes _____ No *If yes, list colleague:* _____

Bloomington Public School District 87 Professional Appraisal System

Form H: Professional Development Plan for Specialists

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

PDP Priorities:

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

PDP Initial Signatures:

Evaluator:		Specialist:	
Date:		Date:	

PDP Review Section:

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

PDP Review Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Specialist completion of Professional Development Plan:

Yes, the PDP was completed No, the PDP was not completed

PDP Completion Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Bloomington Public School District 87 Professional Appraisal System
Form I: Framework for School Nurses Rubric Domains 1-4

Name: _____ Building: _____
Date of Observation: _____ Evaluator: _____

The Bloomington Public School District Framework for Specialists Rubric is contained on the following pages. *A Framework for School Nurses At-A-Glance* is provided in the Resource Guides section of this document.

Signature: _____
Course: _____
Class/Period: _____

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for School Nurses:
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
1a Demonstrating medical knowledge and knowledge of the nursing process	The School Nurse demonstrates little understanding of medical knowledge and nursing process.	The School Nurse demonstrates basic understanding of medical knowledge and nursing process. School Nurse is aware that health promotion and disease prevention are components of health services. Immunization requirements are encouraged and the School Nurse seeks compliance in assigned area.	The School Nurse demonstrates understanding of medical knowledge and the nursing process. The School Nurse knowledgeably ensures compliance with immunization regulations and requirements through diligent and persistent communication with the community.	The School Nurse demonstrates extensive knowledge of professional nursing and the nursing process as a foundation for clinical decision-making through assessment, diagnosis, outcome identification, planning, implementation, and evaluation. The School Nurse pursues opportunities to gain more education that will benefit students and the school community, treating students and staff holistically and ethically in accordance with the School Nurse Practice Act.
1b: Demonstrating knowledge of child and adolescent development	The School Nurse displays little or no knowledge of child and adolescent development. The School Nurse does little to create accommodations for students with special needs.	The School Nurse displays partial knowledge of child and adolescent development. The School Nurse demonstrates some limits to understanding of cultural, racial, gender and ethnic diversity. The School Nurse displays some knowledge of basic human needs, physical and cognitive developmental differences	The School Nurse displays accurate understanding of the developmental characteristics of an age group, as well as exceptions to the general patterns in a given population. The School Nurse demonstrates ability to suggest accommodations appropriate to the educational setting.	In addition to accurate knowledge of the developmental characteristics of an age group and exceptions to the general patterns, the School Nurse displays knowledge of the extent to which individual students follow general patterns. The School Nurse addresses individual needs and accommodations for students and seeks to involve all persons who are considered part of the child's community of adults, contributing to the most effective accommodations for the student in the educational setting.
1c: Establishing goals for the nursing program appropriate to the setting and the students served.	The School Nurse has no clear goals for the nursing program, or these are inappropriate to either the situation or the age of the student (s).	The School Nurse's goals for the nursing program are rudimentary and partially suitable to the situation and age of the student (s). School Nurse has some knowledge of health promotion and disease prevention but does not demonstrate a critical understanding of the relationship between the education setting, learning standards, and the coordinated school health program.	The School Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the student (s). These goals are aligned with Illinois Learning Standards and are integrated with the use of the coordinated school health program. The School Nurse pursues activities for health promotion and disease prevention and understands that there is a relationship between health and learning.	The School Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents, and colleagues. Aligned with Illinois Learning Standards and in consideration of the knowledge that there is a critical relationship between health and learning, the School Nurse pursues and evaluates programs for health promotion and disease prevention.
1d. Demonstrating knowledge of	The School Nurse does not demonstrate a fundamental knowledge of acute, episodic, and	The School Nurse has a limited knowledge and past experience in the assessment of acute, episodic, and	The School Nurse demonstrates a broad knowledge of acute, episodic, and chronic health conditions.	The School Nurse demonstrates a thorough and extensive understanding of acute, episodic and chronic health

<p>acute, episodic, and chronic health conditions</p>	<p>chronic health conditions.</p>	<p>chronic health conditions relative to the school health setting.</p>		<p>conditions while making nursing assessments and appropriate interventions in a school health Setting.</p>
<p>1e: Demonstrating knowledge of government, community, and district regulations and resources</p>	<p>The School Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</p>	<p>The School Nurse displays some awareness of governmental regulations and resources for students available through the school or district, but has little knowledge of resources available throughout the community.</p>	<p>The School 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.</p>	<p>The School Nurse's knowledge of governmental regulations and resources and the applications for students is extensive, including those available through the school or district and in the community. The School Nurse is aware of referral resources and networks and promotes that information and linkages within the health care community. The School Nurse employs extensive knowledge in the provision of resources and accommodations for students with needs for accommodations, such as those students with disabilities, or special needs relative to cultural diversity as it intersects with health needs.</p>
<p>Domain 1 Planning and Preparation Documentation:</p>				
<p>Domain 1 Planning and Preparation Strengths:</p>				
<p>Domain 1 Planning and Preparation Areas of Growth:</p>				

Bloomington Public School District 87 Framework for Specialists - Domain 2 for School Nurses: *The Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a Establishing an environment of respect and rapport	The School Nurse has little awareness of communication style and effective communication. The School Nurse does not model positive or effective communication and does not utilize available technology or additional strategies to communicate effectively with the school community.	The School Nurse attempts to build and maintain relationships through effective styles of communication. The School Nurse attempts to share health information but does not use all available resources to communicate with the diverse school community.	The School Nurse demonstrates respect for individuals and develops rapport within the school community through positive and effective communication. The School Nurse strives to build and maintain relationships and shares information on health issues, confidentially and privately to communicate effectively with the diverse school community. Some technology is used to enhance communication.	The School Nurse demonstrates positive and effective communication while building and maintaining relationships in the school and in the community. The School Nurse strives to protect privacy and confidentiality while promoting and modeling ethical practices for communication with staff, administration, and the community beyond the school setting. The School Nurse utilizes various strategies to communicate effectively in a diverse school community through a variety of media and technology resources. The School Nurse interprets and articulates health-related information and its potential impact on students' learning within the school and the community.
2b Establishing a culture of health and wellness	The School Nurse makes few attempts to establish a culture for health and wellness in the school as a whole, or among students or staff.	The School Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	The School Nurse promotes a culture throughout the school for health and wellness and takes an active role to ensure that environmental health and safety concepts are a priority.	The School Nurse strives to promote a culture of wellness through support of environmentally sound practices. The School Nurse understands that the health and safety of the school can be affected by the individual. The School Nurse's knowledge of health and safety best practices promotes a school culture of wellness and health. The School Nurse strives to promote education for the entire school community, aiming for the most positive benefits to all in the school.
2c Establishing health protocols and procedures in accordance	The School Nurse's procedures for the nursing office are nonexistent or are in disarray. The School Nurse does not demonstrate knowledge of health and safety measures	The School Nurse has rudimentary and partially successful procedures for the nursing office. The school Nurse possesses a basic understanding of health and safety measures.	The School Nurse's procedures for the nursing office work effectively. The School Nurse works diligently to meet the school mandated requirements and understands the Child Health Examination Code. In addition, the	The School Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. The School Nurse maintains, coordinates, and whenever necessary interprets the Child Health

<p>with district polices</p>	<p>appropriate for the school setting. The School Nurse does not demonstrate a knowledge of the Child Health Examination Code</p>	<p>The School Nurse demonstrates a basic knowledge of the Child Health Examination Code.</p>	<p>School Nurse coordinates the exclusion of unprotected students according to district policy, and in accordance with ISBE and State of Illinois requirements. The School Nurse has a thorough understanding of the Child Health Examination certificate, its components and its mandated requirements, and interprets the health status of the students in the school. The School Nurse identifies and provides information to students, to parents, and to staff members with regard to health and safety measures.</p>	<p>Examination information through health records maintained in an organized and professional manner for each student. The School Nurse communicates immunization requirements to parents and collaborates with outside community agencies, other school districts, and physician's offices. The School Nurse provides resources to the school community through the knowledge of health and safety education. The School Nurse consistently provides information to enhance health and safety in the school. The School Nurse encourages the school community to adopt healthy living practices.</p>
<p>2d Organizing physical space</p>	<p>The School Nurse demonstrates little regard or understanding for the use of the physical space to ensure confidentiality, dignity, safety, and/or accessibility. The School Nurse demonstrates little regard for comfort measures and is not familiar with OSHA regulations. The School Nurse does not effectively manage materials and supplies. The School Nurse ineffectively arranges furniture and physical resources.</p>	<p>The School Nurse demonstrates some regard for the use of the physical space to ensure confidentiality and dignity for the safety and accessibility of the space for students and staff. The School Nurse has minimal knowledge of OSHA regulations. The School Nurse is somewhat effective with materials management. The School Nurse ineffectively or only somewhat effectively arranges furniture and physical resources.</p>	<p>The School Nurse demonstrates regard for the use of the physical space to ensure confidentiality and dignity, as well as safety and accessibility, for the school community. The School Nurse is knowledgeable of OSHA regulations and serves as a resource for faculty and staff. The School Nurse manages materials in an effective manner, managing the supply budget to best provide for the needs of the school community.</p>	<p>The School Nurse demonstrates regard for and ensures the needs of the individual(s) for privacy and dignity, as well as safety and accessibility. The School Nurse is a knowledgeable advocate for health and safety and is fully aware of and educates individuals in the school community regarding OSHA requirements. The School Nurse manages material and supplies effectively, seeking ways to maximize the utilization of funds for the school community. The School Nurse maximizes the use of physical space to meet the needs of the diverse community that a School Nurse serves. The School Nurse seeks additional ways to improve upon the environment through cooperative efforts within the school community.</p>

Domain 2 Environment Documentation:

Domain 2 Environment Strengths:

Domain 2 Environment Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 3 for School Nurses: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
3a: Assessment process in a coordinated school health program	The School Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	The School Nurse's assessments of student needs are perfunctory.	The School Nurse assesses student needs using the nursing process and individualizing a plan of action when necessary. The School Nurse will also communicate with teachers and staff to put individualized interventions into action.	The School Nurse conducts detailed and individualized assessment of student needs to contribute to individual student needs and program planning. The School Nurse understands the roles and responsibilities as a health resource professional by advocating for students, staff, families, and community.
3b: Administering medications to students	The School Nurse administers medications with no regard to state or district policies.	The School Nurse administers medications, but signed release forms are not appropriately stored.	The School Nurse assures safe administration of medications at school. The School Nurse maintains medication authorization forms and signs medication logs neatly in medication authorization book.	The School Nurse safely administers medications according to ISBE guidelines and district policy to help each student maintain an optimal state of health to enhance education. The School Nurse educates students about medications and encourages them to take an active role to promote self-responsibility in medication compliance.
3c: Demonstrating knowledge for supporting student health and wellness	The School Nurse is unaware of role in the formation of IHPs and EHPs. The School Nurse fails to promote school wellness. The School Nurse fails to recognize and / or does not report abuse and neglect.	The School Nurse does not utilize data to form IHPs and EHPs. The School Nurse's efforts to promote wellness through classroom presentations are partially effective. The School Nurse understands all categories of child abuse are required by law to be reported to the proper authorities.	The School Nurse uses assessment data to support student wellness and learning on IEPs, IHPs, and EHPs to accommodate student needs for an optimal learning environment.	The School Nurse uses assessment data to support student wellness and learning on IEPs, IHPs, and EHPs to accommodate student needs for an optimal learning environment. The School Nurse collaborates with colleagues and appropriate support services. The School Nurse performs physical assessment, documents findings, and provides first aid for any injuries requiring emergency management. The School Nurse reports suspicion of abuse/neglect to authorities in accordance with child protection laws and school district policies. The School Nurse presents classroom presentations or health fairs that focus on health promotion and disease prevention. The School Nurse encourages students to assume an active, healthy lifestyle.
3d: Collaborating to develop flexible	The School Nurse does not possess a knowledge of special education laws and Section 504 of the Americans with Disabilities Act	The School Nurse has a basic knowledge of special education laws and Section 504 of the Americans with Disabilities Act. The School	The School Nurse has a thorough understanding of special education laws pertaining to IHPs, EHPs, IEPs and Section 504 of the Americans with	The School Nurse has a thorough understanding of special education laws pertaining to IHPs, EHPs, IEPs and Section 504 of the Americans with

<p>and responsive educational programs and services for students</p>	<p>and/or does not collaborate with classroom teachers in developing specific plans or health related activities.</p>	<p>Nurse has a basic understanding of the process of creating an Individual Education Plan for an identified student with a medical need. However, the School Nurse inconsistently collaborates with classroom teachers in developing specific plans or health related activities.</p>	<p>Disabilities Act. The School Nurse participates in developing goals that are educationally relevant to individual medical needs. School Nurse collaborates with classroom teachers in developing specific plans or health and wellness activities.</p>	<p>Disabilities Act. The School Nurse participates in developing goals that are educationally relevant to an individual's medical needs and collaborates with other school personnel, parents, students and other appropriate outside community agencies to provide necessary accommodations in the educational setting, addressing specific health and wellness interests in an instructional manner.</p>
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Domain 3 Delivery of Services Documentation:

Domain 3 Delivery of Services Strengths:

Domain 3 Delivery of Services Areas of Growth:

Bloomington Public School District 87 Framework for Specialists- Domain 4 for School Nurses: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
4a: Maintaining health records	The School Nurse does not possess an understanding of compliance with state laws, federal laws, regulations, and guidelines governing school health records.	The School Nurse has a basic understanding of the need for compliance of school health records, but is inconsistent in complying as necessary.	The School Nurse maintains accurate and complete health records on each student while maintaining confidentiality.	The School Nurse efficiently interprets health record information. The School Nurse seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.
4b: Communicating with families, and develops collaborative relationships	The School Nurse provides no information to families, either about the health program as a whole or about individual students.	The School Nurse provides limited, though accurate, information to families about the nursing program as a whole and about individual students.	The School Nurse provides thorough and accurate information to families about state requirements in regards to health and wellness. The School Nurse also identifies resources available to families as a whole.	The School Nurse is proactive in providing information to families about state requirements in regards to health and wellness. The School Nurse also identifies resources available to families as a whole. In addition, the School Nurse works individually with some students and families to help with special needs, such as finding specific community resources.
4c: Participating in a professional community	The School Nurse's relationships with colleagues are negative or self-serving. The School Nurse avoids being involved in school and district events and projects.	The School Nurse's relationships with colleagues are cordial. The School Nurse participates in school and district events and projects when specifically requested to do so.	The School Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The School Nurse makes a substantial contribution to school, district, and community events, and projects and assumes leadership role with colleagues. The School Nurse collaborates with local universities with professional development.
4d: Growing and developing professionally	The School Nurse does not pursue opportunities to expand his/her knowledge base or acquire new skills.	The School Nurse attends coursework, seminars and workshops to enhance knowledge and develop skills only when directed to do so.	The School Nurse is active in developing expertise in relevant areas and shares that knowledge and expertise with colleagues.	The School Nurse continually expands knowledge and skills, sharing with colleagues and incorporating knowledge into practice and programs. The School Nurse maintains professional affiliations.
4e: Showing professionalism	The School Nurse displays dishonesty in interactions with colleagues, students, and the public. The School Nurse violates principles of confidentiality.	The School Nurse is honest in interactions with colleagues, students, and the public. The School Nurse does not violate confidentiality.	The School Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The School Nurse advocates for students when needed.	The School Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students. The School Nurse takes a leadership role with colleagues.

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Bloomington Public School District 87 Professional Appraisal System

Form J: Formal Observation for School Nurses

Specialist: _____ Date/Time: _____

Evaluator: _____ Subject Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Literature and Current Trends	4a - Preparing and Submitting Reports and Budgets	2a - Creating an Environment of Respect and Rapport	3a - Communicating with Members of the Learning Community
1b - Demonstrating Knowledge of Program	4b - Communicating with Larger Community	2b - Establishing a Culture for Learning	3b - Engaging and Assisting Members of the Learning Community
1c - Setting Program Outcomes	4c - Participating in a Professional Community	2c - Managing Procedures and Physical/Virtual Space	3c - Using Assessment in Instruction
1d - Designing a Coherent Program	4d - Engaging in Professional Development	2d - Managing Student Behavior	3d - Demonstrating Flexibility and Responsiveness
1e - Designing Program Evaluation	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component