

NURSE PERSONNEL EVALUATION

PERMANENT

Name:	School:	School Year:	Evaluator:
Contract Status: TENURED		Assignment:	

(Attach separate page, if necessary)

Standard selected by the R.N.: R.N.'s Initials: _____	Goal:
Standard selected by the evaluator: Evaluator's Initials: _____	Goal:
Standard selected jointly by the Nurse and evaluator: R.N.'s Initials: ____ Evaluator's Initials: _____	Goal: (Attach separate page, if necessary)

The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.

Evaluator Signature: _____ Date: _____ Employee Signature: _____ Date: _____

RATINGS: D-Distinguished: Exceeds NASN Standards	P-Proficient: Meets NASN Standards
N-Needs Improvement: Needs improvement to meet NASN Standards	U-Unsatisfactory: Does not meet NASN Standards

This evaluation document is based on the National Association of School Nurses Evaluation Guide for School Nurses (NASN).

- The evaluation includes a rating for each Element of the Standard and an overall rating for the Standard.
- Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard.
- Rating of Unsatisfactory requires the evaluator to provide written evidence to support the rating.

<input type="checkbox"/> OVERALL RATING: Recommendation:	
Evaluator Signature: _____ Date: _____ Employee's Comments: Attach Separate Page	Employee Signature: _____ Date: _____ My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.

Evaluator Initials: _____ Employee Initials: _____

Distribution: Original: Personnel File Copies: Evaluator and Employee

EVALUATION DESCRIPTORS:

ASSESSMENT

STANDARD 1

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
	a) Provides effective individual crisis assessment regarding communicable disease and case finding.	The school nurse makes no connections between communicable disease case finding and the importance of exclusions.	The school nurse makes some connections between communicable disease case finding and the importance of exclusions.	The school nurse consistently makes connections between communicable case findings and exclusion. Provides to the student or family verbal or written educational information regarding the disease process.	The school nurse identifies and recognizes communicable diseases, health trends and makes substantial recommendation with planning for communication prevention and containment of communicable diseases.
	b) Provides effective individual assessment regarding physical, emotional and/or neurological evaluations as it relates to the learning process and/or student direct service needs at school.	The school nurse makes no effective assessment relating to the educational setting and/or direct service needs.	The school nurse inconsistently makes effective assessments occasionally relating the assessment to the educational setting and/or direct service needs.	The school nurse consistently makes effective assessments that relate to the learning process and/or direct service needs at school.	The school nurse identifies new and existing students with emotional and mental health characteristics that create barriers to safety and the educational process. The nurse acts as a liaison for outside case management during the identified crisis.
	c) Performs case management activities and develops a plan of care to promote student's health care.	The school nurse makes no attempt to case manage and develop a plan of care to promote student's health.	The school nurse makes some attempt to case manage and develop a plan of care to promote student's health.	The school nurse consistently identifies students in need of case management. Develops a written health plan of care including training for ancillary staff and teachers to promote educational success.	The school nurse identifies students with new or progressive health conditions impacting school attendance and provides appropriate referral plans to minimize educational disruption.

_____ Overall Rating (U - Unsatisfactory, N-Needs Improvement, P - Proficient, D - Distinguished)

Evaluator Comments:

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**EVALUATION DESCRIPTORS:
CONSULTATION
STANDARD 2**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
	a) Facilitates effective communication with students, parents, staff, and community.	The school nurse makes no effort to facilitate or improve communication with students, parents, staff, and community.	The school nurse makes some attempt to facilitate and improve communication with students, parents, staff, and community.	The school nurse consistently and effectively communicates with students, parents, staff, and community regarding the student's total health needs.	The school nurse identifies barriers to effective communication and develops culturally sensitive methods to achieve student health outcomes.
	b) Maintains and promotes confidentiality related to mandates.	The school nurse violates mandated confidentiality.	The school nurse is inconsistent with maintaining confidential files relating to the students and health and educational needs.	The school nurse consistently guards confidentiality regarding student's health and educational needs. Maintains an appropriate environment to enhance confidentiality.	The school nurse makes effort to guard student confidentiality with both records and office environment by substantial adaptation to the demand.
	c) Provides consultation, testing, and individualized health education plan development associated with special education students.	The school nurse does not provide for timely testing, consultation, and plan development for IEP process.	The school nurse is inconsistent with providing student testing, consultation and plan development associated with IEP process.	The school nurse accurately performs and records testing, consultation, and plan development for students with individualized education plans.	The school nurse expedites health testing for timely placement to meet student educational goals.
	d) Able to identify at risk students and provide counseling services targeted to specific needs and refers to appropriate services as identified.	The school nurse has poor ability to identify high risk students and make appropriate referrals.	The school nurse is able to identify at risk students but provides limited counseling and referral to appropriate services.	The school nurse is consistently able to identify at risk students and provide for initial counseling services followed by appropriate referrals to in district and out of district resources to deal with problems.	The school nurse identifies and recommends a plan of action for appropriate counseling and re-evaluation outcomes.

_____ Overall Rating (U - Unsatisfactory, N-Needs Improvement, P - Proficient, D - Distinguished)

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EVALUATION DESCRIPTORS:

DIRECT SERVICES

STANDARD 3

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
	a) Meets mandated screening requirements in a timely manner including follow up recording and generating required reports.	The school nurse does not provide for timely mandated screening and follow up as required. Recording and reports are not generated accurately.	The school nurse plans an informal screening schedule, provides follow up most of the time. Recording and reports are not consistently accurate.	The school nurse organizes a long-range schedule, plans for screening, and adheres to follow up as required. Records and reports are generated in a timely accurate way.	The school nurse develops and utilizes innovative technology for screening and documentation to generate accurate timely reports.
	b) Maintains Public Health Department and OSHA Standards for infection control.	The school nurse does not adhere to PHD and/or OSHA Standards for infection control.	The school nurse is inconsistent in implementing PHD and/or OSHA Standards for infection control.	The school nurse meets all PHD and/or OSHA Standards for infection control.	The school nurse always meets PHD and/or OSHA standards for infection control and in-service staff as needed.
	c) Demonstrates competency with a wide range of specialized health care procedures.	The school nurse has limited knowledge and skills for performing specialized health care procedures.	The school nurse needs training for skills and knowledge development regarding specific health care procedures.	The school nurse is proficient in performing a variety of health care procedures. Able to develop written plans of care and in-service staff as needed.	The school nurse demonstrates advanced clinical assessment skills and interpretation of complex multi-system for delivery health care needs.
	d) Effectively administers first aid to the injured or ill student.	The school nurse is unable to administer basic first aid effectively.	The school nurse lacks understanding and skills necessary to deal with a wide range of illness and injury.	The school nurse is proficient in dealing with ill and injured students, makes proper calls and referrals as needed.	The school nurse demonstrates advanced clinical knowledge and performance of specialized procedural delivery.
	e) Maintains compliance with immunization/ medication requirements and administration procedures.	The school nurse has poor understanding and skills related to medication/immunization administration and compliance.	The school nurse lacks some knowledge related to medication/immunization administration and compliance with district, school policies and laws.	The school nurse always complies with district and school established rules, regulations, policies, and laws related to compliance and administration of medications and immunizations.	The school nurse always complies with district and school established rules, regulations, policies, and laws related to compliance and administration of medications and immunizations.

_____ Overall Rating (U - Unsatisfactory, N-Needs Improvement, P - Proficient, D - Distinguished)

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EVALUATION DESCRIPTORS:

**LIAISON
STANDARD 4**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
	a) Functions to assist the classroom teacher in preparing specific health lessons plans.	The school nurse is unwilling or unable to assist the classroom teacher in developing or presenting health related lesson plans.	The school nurse is willing to assist the classroom teacher in presenting health related materials to students when asked to do so.	The school nurse is willing and able to present classroom instruction on health-related topics using current methods of presentation and incorporating learning theory.	The school nurse routinely presents instruction on health-related topics using current methods of presentation and incorporating learning theory.
	b) Works with colleagues to improve professional practice consistent with current trends in nursing theories and techniques.	The school nurse rarely converses with colleagues, rarely seeks out other staff with which to discuss improvement of practice in nursing as it relates to school setting.	The school nurse engages in some dialogue with colleagues, seeks out staff occasionally to discuss current trends in nursing theories and techniques.	The school nurse engages in dialogue with colleagues, collaborates with other staff to promote current trends in nursing theories and techniques. Consistently looks to meet students' needs and participates in district wide comprehensive health goals.	The school nurse coordinates and collaborates with colleagues and staff to develop innovative health programs based on identified student needs.
	c) Works to reduce barriers to health care. Has knowledge of and a network of resources for appropriate referral on-site, in the district and community regarding health issues.	The school nurse has poor general knowledge of on site, district and community resources and eligibility criteria.	The school nurse has general knowledge of on-site, district and community resources and eligibility requirements; willing to do some referral and facilitate such.	The school nurse acts as direct referral to on-site and district resources. Continually learns and networks with other agencies to develop a comprehensive referral list including a working knowledge of eligibility criteria and is willing to arrange referral.	The school nurse acts as a liaison to eliminate barriers to health care through the utilization of internal and external district resources.

_____ Overall Rating (U - Unsatisfactory, N-Needs Improvement, P - Proficient, D - Distinguished)

Evaluator Comments:

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**EVALUATION DESCRIPTORS:
ORGANIZATION AND DOCUMENTATION
STANDARD 5**

RATING	KEY ELEMENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
	a) Maintains accurate documentation and records.	The school nurse does not maintain documentation and records.	The school nurse is inconsistent with documentation.	The school nurse is consistent and accurate in maintaining documentation and records.	The school nurse always maintains accurate documentation and records in data and health files.
	b) School nurse uses district provided technology to enhance communication and documentation.	The school nurse does not use district provided technology.	The school nurse uses some components of district provided technology and/or uses sporadically.	The school nurse consistently uses district provided technology for communication and documentation.	The school nurse always uses district provided technology for communication and documentation.
	c) Creates a health office environment that meets department guidelines.	The health office does not meet department guidelines.	The health office environment reflects some department guidelines.	The health office meets all department guidelines.	The school nurse assures a safe environment which promotes positive health learning and behaviors.

_____ **Overall Rating (U - Unsatisfactory, N-Needs Improvement, P - Proficient, D - Distinguished)**

Evaluator Comments:

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EVALUATOR COMMENTS IN SUPPORT OF A DISTINGUISHED RATING

Please note the Standard(s) and Key Element(s) and describe specific behavior.

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