Educator Effectiveness Observation & Practice

School Health Specialist
(School Nurse, Dental Hygienist)

pennsylvania
DEPARTMENT OF EDUCATION

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

ⓘ **NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice
for School Health Specialists

DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 4: Professional Responsibilities

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

Components of Practice ▶
Domain Rating Rubric ▶

COMPONENT 1A:

Demonstrating Knowledge of Medical Process and Health Practices

The certified school health specialist exhibits knowledge of the specialized field and related medical practices.

○ **Distinguished**
- Demonstrates extensive understanding of the specialists' process and the field of health.
- Consistently collects, prioritizes, documents, and evaluates individual and collective student health data.
- Bases decisions on clinical judgment and current research to meet district needs.
- Seeks specialized professional development to expand knowledge.

○ **Proficient**
- Demonstrates adequate understanding of the specialized process and the field of health.
- Collects, prioritizes, documents, and evaluates individual and collective student health data when needed as part of delivery of care process.
- Uses student health data collection process as a method to meet district needs.

○ **Needs Improvement**
- Demonstrates basic understanding of specialists' process and the field of health.
- Collects student health data when needed as part of delivery of care process.
- Minimal application of student health data collection process.

○ **Failing**
- Demonstrates little or no understanding of the specialists' process and the field of health.
- Fails to collect student health data.

○ **Not Observed**

Discussion Prompts:
- *Describe the resources and information you use when assessing student needs.*
- *What information related to your practice is reported to other sources? What process do you employ?*
- *Where do you access current laws and policies/procedures related to your field of practice?*
- *Where do you access current and accurate information relative to community health-related issues (e.g., pertussis, COVID-19)?*

Evidence of Practice:
- Data from school medical information gathering tool/computer program or health care record
- Data from SHARRS Annual State Report
- Data from School Immunization Law Report (SILR)
- Data from professional health care plans, emergency action plans, and input in 504 Plans and IEPs with medical components (School Nurse)
- Knowledge of Pa Public School Code, relevant laws, regulations, and Standards of Nursing Practice (School Nurse)
- Knowledge of district policies and procedures/Professional Standards of Medical Practice
- Data re: communicable diseases (e.g., pertussis, COVID 19)
- Tracking process re: district/county/state requirements
- Data from referrals and follow up

COMPONENT 1B:

Demonstrating Knowledge of Individual Health Needs and Normal Growth and Development

The certified school health specialist exhibits knowledge of child and adolescent health and wellness, with a focus on individualized health care plans.

◯ Distinguished

- Demonstrates extensive understanding of individual health needs; including backgrounds, cultures, developmental skills, language proficiency, interests, and special needs.
- Routinely seeks additional information from a variety of credible resources.

◯ Proficient

- Demonstrates adequate understanding of individual health needs; including backgrounds, cultures, developmental skills, language proficiency, interests, and special needs.
- Exhibits knowledge of normal growth and development.

◯ Needs Improvement

- Demonstrates basic understanding of individual health needs; including backgrounds, cultures, developmental skills, language proficiency, interests, and special needs.

◯ Failing

- Demonstrates limited understanding of individual health care needs; including backgrounds, cultures, developmental skills, language proficiency, interests, and other special needs.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe how you provide services for students with medically complex needs.*
- *Describe how you provide for cultural needs and identified barriers.*
- *How do you address students with language barriers?*

Evidence of Practice:

- Individualized Healthcare Plans (IHP), Emergency Action Plans (EAP), IEP and 504 Plans with medical component
- PA School Health Record and/ or medical information gathering tool/computer program
- Provision of use of programs/ devices to address language and cultural barriers of a student/family (e.g., Talking Points)
- Provision of a referral to an appropriate medical related agency as needs arise (e.g., Lions Club)

DOMAIN 1: Planning & Preparation

COMPONENT 1C:
Identifying Appropriate Service Delivery Outcomes
The certified school health specialist establishes realistic and culturally appropriate outcomes relative to student health-related needs.

◯ Distinguished
- Consistently identifies outcomes that are culturally appropriate and based upon both current and predicted needs.
- Following consultation with relevant parties (e.g., students, parents, other health professionals, and educators/colleagues), systematically evaluates measurable goals for the purpose of promoting optimal student outcomes.

◯ Proficient
- Consistently demonstrates the ability to identify student needs that are culturally sensitive and realistic and outlines appropriate interventions for optimal outcomes.

◯ Needs Improvement
- Demonstrates basic ability to identify student needs and outlines appropriate interventions for optimal outcomes.

◯ Failing
- Does not accurately identify student needs; appropriate interventions may be inappropriate or lacking.

◯ Not Observed

Discussion Prompts: ⓘ
- *On what educational teams do you serve? Provide an example of how you addressed a student's medical need while serving on this team.*
- *How do you resolve inequities/language barriers/health-related inclusion needs for students?*
- *If appropriate services are not available, how do you advocate for student needs in the future?*

Evidence of Practice:
- Participation in team planning meeting (e.g., IEP/504 meetings, community at risk programs, SAP Team)
- Communication documents for students/parents/team members
- Provision of resources for equity and cultural competence needs of student/parent

DOMAIN 1: Planning & Preparation

COMPONENT 1D:
Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources

The certified school health specialist possesses knowledge of applicable laws, mandates, and available resources.

◯ **Distinguished**
- Demonstrates extensive knowledge of appropriate laws, regulations, and resources; uses knowledge base to regularly assess the impact on services.
- Advocates for student needs based on knowledge of applicable laws and regulations.

◯ **Proficient**
- Demonstrates adequate knowledge of relevant laws, regulations, scope and standards of practice, and resources.
- Cognizant of how to access state school health mandates as outlined in the Pennsylvania Public School Code; accesses appropriate resources available through district, community, state, and national levels.

◯ **Needs Improvement**
- Demonstrates limited knowledge of relevant laws, regulations, scope and standards of practice, and resources.

◯ **Failing**
- Demonstrates little or no knowledge of relevant laws, regulations, scope and standards of practice, and resources.

◯ **Not Observed**

Discussion Prompts:
- *What entities govern your professional school health certified practice?*
- *What school health services are included in the PA School Health Code?*

Evidence of Practice:
- Knowledge of PA Public School Code, relevant laws and regulations
- Knowledge of Scope and Standards of Nursing Practice and Code of Ethics
- Knowledge of district policies, procedures, and standing orders

DOMAIN 1: Planning & Preparation

Designing Coherent Service Delivery Plans and Activities

The certified school health specialist develops individualized plans, including measurable goals and appropriate interventions for realistic outcomes for students.

○ Distinguished

- Develops a well-structured health care plan that is medically, cognitively, and developmentally appropriate and comprehensive in its approach.
- Develops measurable goals and appropriate interventions, resulting in realistic outcomes to meet all students' needs, including those with diverse medical needs.
- Evaluates student responses to interventions and revises plan as appropriate to optimize outcomes.

○ Proficient

- Develops a medically appropriate health care plan that is also cognitively and developmentally appropriate.
- Develops measurable goals and appropriate interventions, typically including outcomes to meet students' needs.

○ Needs Improvement

- Demonstrates limited ability to develop a medically appropriate health care plan that does not consistently provide age appropriate or realistic outcomes to meet the individual student needs, including students with diverse medical needs.

○ Failing

- Displays little or no ability to develop a medically appropriate health care plan.

○ Not Observed

Discussion Prompts: ⓘ

- *What process do you use to develop an IHP when there is a need to address multiple cultural/equity needs for a student?*
- *How do you assist in incorporating medical needs into the classroom setting?*
- *What type of training or resources do you provide to the staff to support service delivery plans?*
- *How do you encourage parent participation in the development of the IHP?*

Evidence of Practice:

- Development of a detailed individualized health care plan (IHP) that includes assessment, measurable goals, intervention and outcomes; also includes developmentally appropriate, cultural and language needs of the student/family
- Resources providing for equity of student medical needs

COMPONENT 1F:

Designing Outcome Evaluation

The certified school health specialist uses criteria and evidence to develop outcome evaluations.

○ Distinguished

- Through collaborative practice, demonstrates extensive ability to design a plan that includes outcome evaluations individualized to students' needs and that are culturally sensitive and developmentally appropriate.
- Uses results to inform and improve services.

○ Proficient

- Demonstrates strong ability to design a plan that includes outcome evaluations.
- Displays outcome evaluations appropriate to individual student's needs.

○ Needs Improvement

- Demonstrates limited ability to design a plan that includes outcome evaluations appropriate to individual student needs.

○ Failing

- Demonstrates little or no ability to design a plan that includes outcome evaluations.

○ Not Observed

Discussion Prompts: ⓘ

- *Describe the process you use to assess student needs.*
- *Describe your IHP template.*
- *How do you adapt plans to ensure equity and inclusion of all parties?*
- *When a plan is not fully successful for a student, how do you re-address this need?*

Evidence of Practice:

- Use of the national standards [e.g., North American National Diagnosis Association (NANDA), Nursing Intervention Classifications (NIC), Nursing Outcomes Classification (NOC)] in development of the IHP (School Nurse)
- Evidence of monitoring for re-evaluation to attain the needed medical goals for a student
- Evidence of tracking for yearly IHP needs for students

DOMAIN 2: Educational Environment

Creating an Environment of Respect and Rapport

The certified school health specialist establishes a positive and respectful relationship with the school community.

○ **Distinguished**
- Fosters a respectful, collaborative, and trusting relationship with the school community.

○ **Proficient**
- Maintains positive and respectful interactions with members of the school community.

○ **Needs Improvement**
- Has both positive and negative interactions with members of the school community.

○ **Failing**
- Has negative or inappropriate interactions with members of the school community.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How do you adapt to address equity, cultural competence, and inclusion when communicating with stakeholders?*
- *What resources do you use to overcome cultural barriers?*
- *How do you make yourself accessible within your school health professional setting?*

Evidence of Practice:
- Meetings/events attended by a certified school health specialist presenting a health-related topic or resources
- Evidence of how the certified school health specialist provides consultation/advice to staff on health-related issues

COMPONENT 2B:

Establishing a Culture for Health and Wellness

The certified school health specialist shows sensitivity to the diverse needs of the school community and promotes a culture of health and wellness.

○ **Distinguished**

- Makes exceptional contributions toward the establishment of a culture for health and wellness via leadership and collaboration with members of the school community.
- Demonstrates exceptional sensitivity to the developmental, cultural, and socioeconomic needs of the community.

○ **Proficient**

- Provides adequate contributions toward the establishment of a culture for health and wellness.
- Demonstrates adequate sensitivity to the developmental, cultural, and socioeconomic needs of the school community.

○ **Needs Improvement**

- Provides limited contributions toward the establishment of a culture for health and wellness.
- Displays minimal sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.

○ **Failing**

- Fails to contribute to the establishment of a culture for health and wellness.
- Fails to show sensitivity to the developmental, cultural, and socioeconomic characteristics of the school community.

○ **Not Observed**

Discussion Prompts: ⓘ

- *Describe how you model a positive health/wellness activity or program to your students.*
- *What resources do you utilize for students in your assignment?*
- *Describe how you would adapt a wellness activity or program to meet the unique needs of a student (e.g., special needs/language barrier).*

Evidence of Practice:

- Community resources to those in need
- Liaison between the school community and national, state, and local wellness/health assistance programs
- Assistance in the referral process when there is a cultural or language barrier

COMPONENT 2C:

Following Health Protocols and Procedures

The certified school health specialist adheres to health policies, procedures, and standards of practice set forth by local, state, and federal governing bodies.

○ Distinguished

- Displays exceptional adherence to health policies, procedures and standards of practice, with evidence-based decision making.
- Maintains thorough and detailed documentation; uses data to inform school health policy decisions and advocate for student needs.

○ Proficient

- Displays adequate adherence to health policies, procedures, and standards of practice.
- Maintains documentation; records are complete and clear.

○ Needs Improvement

- Displays minimal adherence to health policies, procedures and standards of practice.
- Maintains basic documentation; records are generally clear.

○ Failing

- Displays little or no adherence to health policies, procedures, and standards of practice.
- Provides little or no documentation; records may be unclear or incomplete.

○ Not Observed

Discussion Prompts: ⓘ

- *How frequently do you access your district policies and procedures related to health care? How do they inform your practice?*
- *What guides your health room practice and/or educational programs in your health specialty?*
- *How do you stay current in your health specialty?*

Evidence of Practice:

- Knowledge of health policies and procedures (e.g., PA Department of Health-Division of School Health, PA State Licensure Board)
- Knowledge of recent legislative actions that may impact current specialty practice
- Knowledge of district policies/procedures, standing orders, and approved health curriculum

COMPONENT 2D:
Promoting a Safe and Healthy Environment
The certified school health specialist maintains a safe environment and implements a clear standard of conduct.

○ Distinguished
- Consistently engages others in the effective promotion of a safe and healthy environment; guided by the use of research-based practices and strategies.
- Establishes a clear and consistent standard of conduct while being sensitive to individual student needs and respectful of student dignity.

○ Proficient
- Consistently promotes a safe and healthy environment.
- Establishes a clear and consistent standard of conduct with respect to student needs.

○ Needs Improvement
- Makes minimal attempts to promote a safe and healthy environment.
- Sets inconsistent expectations/standards of conduct.

○ Failing
- Fails to promote a safe and healthy environment.
- Lacks an established standard of conduct.

○ Not Observed

Discussion Prompts: ⓘ
- *What steps do you take when a potentially unsafe situation occurs in your health room?*
- *What behavior management techniques have you used in your health room setting?*
- *Describe a communicable disease scenario that occurred and how you addressed it.*

Evidence of Practice:
- Adherence to school district policies on safety, student conduct, bullying, etc.
- Adherence to the Professional Code of Conduct

DOMAIN 2: Educational Environment

Organizing the Environment

The certified school health specialist effectively organizes space to promote an inclusive environment that maintains privacy, safety, and confidentiality for all.

○ **Distinguished**
- Organizes the environment to ensure maximal levels of privacy, safety, and confidentiality.
- Creates a welcoming and inclusive environment that embraces diverse populations.

○ **Proficient**
- Organizes the environment to maintain privacy, safety, and confidentiality.
- Creates a welcoming and positive environment.

○ **Needs Improvement**
- Organizes the environment with respect to privacy, safety, and confidentiality; however, security risks are evident.

○ **Failing**
- Does not organize the environment with respect to privacy, safety, and confidentiality; security breaches are likely to occur.

○ **Not Observed**

Discussion Prompts: ⓘ
- *What actions have you performed that ensure student safety?*
- *What actions if any have you performed to ensure proper care and safety in both environmental and physical safety issues?*
- *How do you communicate your availability to all members of the school community?*

Evidence of Practice:
- Practices and procedures that ensure a safe environment
- Documentation of safety checks performed by the health care professional
- Availability to staff/students/parents

COMPONENT 3A:
Communicating Clearly and Accurately
The certified school health specialist clearly and effectively communicates with stakeholders.

◯ Distinguished
- Models effective oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.
- Uses language that addresses culture and level of development for all members of the school community.

◯ Proficient
- Exhibits effective oral and written communication skills that result in purposeful and consistently positive outcomes.
- Uses language suitable to the level of development for all members of the school community.

◯ Needs Improvement
- Demonstrates limited oral and written communication skills that occasionally contain errors or are inappropriate to the culture or level of development.

◯ Failing
- Demonstrates ineffective oral and written communication skills that contain errors or are inappropriate to the culture or level of development.

◯ Not Observed

Discussion Prompts: ⓘ
- *Describe how you communicate with a student/parent with a language/educational level barrier.*
- *How do you communicate with staff concerning health-related conditions?*
- *How do you communicate data to outside stakeholders?*
- *What techniques do you use to address confidentiality of communication?*

Evidence of Practice:
- Communication with a student, parent, or staff member
- Methods used for providing written communication that meet the cultural or language needs of stakeholders
- Data provided to outside stakeholders. (e.g., SHARRS, SIRL, county health department, community resources)

COMPONENT 3B:
Gathering Information and Providing Assessments
The certified school health specialist gathers information and maintains accurate assessments.

○ **Distinguished**
- Consistently uses appropriate information-gathering techniques and provides comprehensive assessments that are research-based for the individual, system, and practice at large, and aid in treatment decisions.

○ **Proficient**
- Consistently uses appropriate information-gathering techniques to provide appropriate assessments.

○ **Needs Improvement**
- Partially uses appropriate information-gathering techniques for assessments.

○ **Failing**
- Does not use appropriate information-gathering techniques for assessments.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How would you typically address a student who presents to your office with a health-related issue?*
- *What assessment tools do you use to gather the needed information for a comprehensive assessment?*
- *What additional measures and/or tools do you use to address students' cultural/language/equity need?*

Evidence of Practice:
- Knowledge of state mandated screening guidelines for the specialty of practice
- Sampling of information gathered from a student's health record
- Referrals for non-passing assessment
- Referral process for a language/communication barrier
- Knowledge of research-based assessment tools

COMPONENT 3C:

Engaging the School Community in Health Education and Wellness Promotion

The certified school health specialist promotes community engagement in health and wellness education.

◯ Distinguished
- Consistently engages and empowers the school community to learn about health.
- Takes individual and collective responsibility for promoting wellness, thus resulting in knowledge acquisition, application, and member participation.

◯ Proficient
- Engages the school community in health education and wellness promotion on a consistent basis, resulting in knowledge acquisition and application.

◯ Needs Improvement
- Engages the school community in health education and wellness on a limited basis.

◯ Failing
- Fails to engage the school community in health education and wellness promotion.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe a health/wellness activity you provided and the process you used to organize it. What community resources did you use in providing these activities?*

- *Describe any initiatives/ programs in which you participate at the state/ national level. How has this impacted our local students?*

Evidence of Practice:

- School and community-based health and wellness promotion activities
- Staff/employee health/ wellness activities
- Promotion of health/ wellness education (e.g., bulletin board displays, newsletters)

COMPONENT 3D:

Utilizing Assessment Data and Resources to Deliver Appropriate Care

The certified school health specialist uses assessment data and resources to manage proper care.

◯ Distinguished

- Consistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes.
- Collects, analyzes, and synthesizes comprehensive data pertinent to student and staff member's health.

◯ Proficient

- Consistently and effectively utilizes assessment data and resources to deliver appropriate care.

◯ Needs Improvement

- Inconsistently utilizes assessment data and resources to inform/deliver appropriate care.

◯ Failing

- Does not utilize assessment data and resources to inform/deliver appropriate care.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe your process of developing a care plan for a student with an acute or chronic health need.*
- *What assessment procedures and resources do you use when seeing a student in your health room with an acute/chronic health condition?*
- *What resources/information do you share with your school community?*
- *How do you address information sharing when language barriers exist?*
- *How have you used state data in the past? At what capacity?*

Evidence of Practice:

- Student health record with a student in need of a plan of care and/or revision
- Resources used to make a quality assessment (e.g., standing orders, assessment tools related to health status)
- Techniques used if a student presents with a language/cultural/equity barrier
- Use of annual SHARRS data to identify potential school community needs
- Community resources used to address needs

COMPONENT 3E:
Demonstrating Flexibility and Responsiveness

The certified school health specialist displays flexibility and responsiveness in meeting the health and wellness needs of students and families.

○ **Distinguished**
- Consistently seeks input from all stakeholders to guide decision making.
- Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.

○ **Proficient**
- Makes changes to a plan or program, based upon observed need.
- Utilizes relevant data to evaluate plan outcomes.

○ **Needs Improvement**
- Makes minimal changes to a plan or program when confronted with evidence of need.
- Makes limited use of relevant data when evaluating plan outcomes.

○ **Failing**
- Fails to demonstrate flexibility and responsiveness when changes to a plan or program are necessary.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How does annual SHARRS data assist in identifying health-related needs? Describe how you develop a plan to address the needs.*
- *How do you address the health needs of those having a language/cultural/equity barrier?*
- *How do you adjust your day-to-day responsibilities when unexpected circumstances arise?*
- *How do you adjust your service delivery in response to new or changing information?*

Evidence of Practice:
- Use of annual SHARRS data
- Use of data for your specific student population outside the norm
- Techniques to address students with a language/cultural/equity barrier

DOMAIN 4: Professional Development

Reflecting on Professional Practice

The certified school health specialist reflects on practice and makes suggestions for improvement.

Distinguished

- Reflects on practice to accurately assess the effectiveness of service delivery and degree to which outcomes were met, with a lens to equity and cultural competence in the reflective process.
- Identifies evidence to support self-evaluation, resulting in specific service delivery improvements.
- Collaborates with stakeholders and colleagues to improve service delivery, relying on research and best practice.

Proficient

- Reflects on practice to accurately assess the effectiveness of service delivery and degree to which outcomes were met.
- Identifies evidence to support self-evaluation, resulting in opportunities for service delivery improvement.

Needs Improvement

- Reflects on practice with a generally accurate impression of effectiveness of service delivery as well as the degree to which outcomes were met.
- Identifies broad opportunities for the improvement of service delivery.

Failing

- Minimally reflects on practice; inaccurately assesses the effectiveness of service delivery or the degree to which outcomes were met.
- Fails to provide meaningful suggestions for improving service delivery.

Not Observed

Discussion Prompts:

- *What one area in your practice would you like to refine?*
- *How have you improved your practice? What resources have you used to improve your practice?*
- *What steps have you taken to improve efficiency and effect positive student outcomes?*

Evidence of Practice:

- Knowledge of state law and guidelines that govern your specialty
- Knowledge of standards of practice and conduct for your specialty
- Knowledge of district evaluation process
- Documentation of continuing education

COMPONENT 4B:

Maintaining Accurate and Confidential Records

The certified school health specialist maintains accurate mandated records. Meets deadlines for state and local mandated reports.

○ **Distinguished**
- Maintains accurate records in a highly systematic manner and serves as a role model for colleagues.

○ **Proficient**
- Consistently completes and maintains accurate and timely records and reports.

○ **Needs Improvement**
- Maintains records that may be limited in organization, comprehensiveness, and/or accuracy.

○ **Failing**
- Fails to maintain accurate records; has missing, late, or incorrect reports.
- Fails to maintain accurate records; reports are not completed or not submitted on a timely basis.

○ **Not Observed**

Discussion Prompts: ⓘ
- *Describe the information needed for each of your reports and how you manage the mandated reports for your practice. Describe the data collection process for the various required reports.*
- *What are the deadlines for each of your reports?*

Evidence of Practice:
- Knowledge of reporting deadlines for all reports
- PA School Health Care Record
- SHARRS report
- Immunization Law Report
- Communicable Disease Report

Communicating with the School Community

The certified school health specialist communicates accurate information to the school community on a consistent basis, within the context of cultural sensitivity and equity awareness.

○ **Distinguished**
- Proactively engages others to determine valuable information for all stakeholders and provides thorough and accurate information in a timely manner.

○ **Proficient**
- Provides accessible and accurate information to members of the school community on a consistent basis.

○ **Needs Improvement**
- Provides limited, though accurate, information to members of the school community when necessary.

○ **Failing**
- Provides little or no information to members of the school community.

○ **Not Observed**

Discussion Prompts:
- *How do you promote relationships between stakeholders?*
- *How do you communicate state mandated requirements to families?*
- *How do you modify your communications to address language/cultural/equity barriers?*

Evidence of Practice:
- Communication examples of how you inform your community
- Modifications to communications to address language/cultural/equity barriers
- Notification of required state mandates

DOMAIN 4: Professional Development

COMPONENT 4D:
Participating in a Professional Community

The certified school health specialist actively contributes to the professional community and maintains positive relationships.

Distinguished
- Makes a substantial contribution to the professional community, both school and larger community; assumes a leadership role.

Proficient
- Actively participates in the professional community; maintains positive and productive relationships.

Needs Improvement
- Participates in the professional community upon request.

Failing
- Does not participate in the professional community.

Not Observed

Discussion Prompts:
- *Describe the professional/community organizations with which you are involved (e.g., Health Department, American Red Cross, immunization coalitions, Lions Club, local hospitals). How have you utilized them as a resource?*
- *Describe your involvement as a resource for the community.*

Evidence of Practice:
- Membership on school-based teams
- Participation with any community-based organizations
- Activities that contribute to and maintain positive relationships

DOMAIN 4: Professional Development

COMPONENT 4E:

Growing and Developing Professionally

The certified school health specialist pursues continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Distinguished
- Actively pursues and develops professional development opportunities; makes a substantial contribution to the profession.
- Takes a leadership role in local, state, and/or national organizations.
- Enhances professional health practice performance by networking and interacting with peers and colleagues.

Proficient
- Participates in both required and self-initiated professional development based upon strengths and needs.
- Maintains active member status in local, state, and/or national organizations.

Needs Improvement
- Participates in professional development activities on a limited basis, focusing only on those that are convenient or required.

Failing
- Does not engage in professional development activities.

Not Observed

Discussion Prompts:

- *Describe your participation on school community teams/committees as well as any professional organization participation.*
- *How does information gained from professional learning inform your practice?*
- *What contributions have you made in your organizations and how has that improved your practice?*

Evidence of Practice:

- Participation in professional educational opportunities (e.g., local/state/national professional development programs)
- Membership in professional organizations
- Participation in planning and developing continuing educational programs at school/county/state/ national level
- Research-based resources utilized as part of your professional growth

DOMAIN 4: Professional Development

COMPONENT 4F:
Showing Professionalism

The certified school health specialist displays a high level of honesty and integrity when working with school community members.

○ **Distinguished**
- Exhibits the highest standards of honesty, integrity, and ethics reflective of the institution and the profession.
- Inspires professionalism in others through seeking out leadership roles in serving students, challenging negative attitudes and practices, and ensuring full compliance with applicable regulations.

○ **Proficient**
- Demonstrates honesty, integrity, and ethics in professional practice.
- Demonstrates professionalism when serving students, challenges negative attitudes and practices, and encourages full compliance with applicable regulations.

○ **Needs Improvement**
- Interactions are characterized by honesty but may lack integrity and/or ethical considerations.
- Attempts to correct negative attitudes and practices with limited success.
- Minimally complies with applicable regulations.

○ **Failing**
- Interactions are characterized by questionable integrity and ethics; may be negative and/or self-serving.
- Does not comply with applicable regulations.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How do you maintain confidential information within your practice?*
- *Describe how you maintain adherence to HIPAA/FERPA in your practice.*

Evidence of Practice:
- Knowledge of professional standards and code of ethics
- Knowledge of confidentiality laws and district policies

Ratings by Domain

DOMAIN 1: Planning and Preparation

Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs. Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.**	NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs. Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**	NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs. Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**	NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs. All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.**	Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes. There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.**	Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth. Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.**	Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.**

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.*

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**	Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports. Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity. Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services. As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.**

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional Development

*Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.**

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.
Their record keeping systems are inefficient and ineffective.	Their record keeping systems are approaching efficiency and effectiveness.	Their record keeping systems are efficient and effective.	Their record keeping systems are exceptionally efficient and effective.
Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.	Communication is somewhat effective, albeit inconsistent.	Communication is clear, frequent, and effective.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.
NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.	NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.
Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**	Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**	Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**	Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.**

DOMAIN RATING: _____

COMMENTS:

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☐ *Comments are continued on last page*

ADDITIONAL COMMENTS:

Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson's 2011 "Framework for Teachers"

Adapted by Pennsylvania Department of Education from Charlotte Danielson's 2020 "Framework for Remote Teaching"

Referenced Work

PA Department of Education. Equity and Inclusion. Retrieved May 14, 2021, from https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx

PA Department of Education. Trauma Information. Retrieved May 14, 2021, from https://www.education.pa.gov/Schools/safeschools/resources/Pages/Trauma-Information.aspx

PA Department of Education. Social Emotional Learning. Retrieved May 14, 2021, from https://www.education.pa.gov/Schools/safeschools/SchoolClimate/SCIP/ActionPlanning/Pages/SocialEmotional.aspx

PA Department of Education. Career Ready PA. Retrieved May 14, 2021, from https://www.education.pa.gov/K-12/CareerReadyPA/Pages/default.aspx

Educator Effectiveness Observation & Practice

For further guidance and resources, visit:
www.education.pa.gov