

Health Assistant

Domain 1: Planning and Preparation

Element:

Task Completion

Unsatisfactory

Inefficient and undependable in task completion.

Satisfactory

Usually completes work according to timelines/directives.

Proficient

Completes work efficiently and accurately according to timeline/directives provided.

Distinguished

Exceptionally dependable and conscientious in all tasks assigned; finds value-added tasks to do without being assigned.

Task Transitions

Much time is lost transitioning from one task to another.

Task transitions are sometimes inefficient resulting in loss of productive time.

Transitions occur smoothly with little loss of productive time.

Excellent in transitioning from task to task without loss of focus. Able to plan in advance for transition.

Use of Resources

Frequent misuse or wasteful use of available resources.

Some knowledge of and proper use of appropriate resources.

Effectively utilizes available resources for task completion.

Creative and resourceful in using appropriate materials and resources.

Task Priority

Is unable to prioritize tasks, or set daily agenda. Needs reminders to prioritize tasks.

Regularly prioritizes tasks and sets daily agenda.

Prioritizes tasks for short and long term goals. Determines needs daily and sets priorities for the future.

Efficiently prioritizes tasks for daily, weekly, and monthly responsibilities. Reviews priorities daily.

Domain 2: Environment

Component 1: Creating an Environment of Respect and Rapport

Element:

Interaction With Students

Unsatisfactory

Interactions with some students are negative, sarcastic, or inappropriate. May attempt to intimidate students.

Satisfactory

Student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism.

Proficient

Student interactions are friendly and demonstrate warmth and respect. Students show respect for the Health Assistant.

Distinguished

Consistently models respect and caring for all students; volunteers to work with students outside regular job.

Interaction With Staff

Does not demonstrate respect toward others, gossips and belittles others. Makes little attempt to establish harmonious relationships.

Interactions with other staff members are usually respectful but may have difficulty working with some individuals.

Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others.

Genuinely respects and understands others and deservedly earns the respect of fellow staff members. Recognizes that "staff" includes all others in district.

Interaction With Parents	Does not demonstrate respect and understanding to parents on the phone or when picking up ill/injured students. Avoids parent contact.	Usually interacts respectfully towards parents but may have difficulty in certain situations.	Interactions demonstrate warmth and respect. Can usually handle very difficult situations without any assistance.	Exceptional in handling difficult situations with parents. Treats all parents with sincere respect and empathy. Appropriately facilitates the best interests of the students.
Interaction With School Nurse	Has difficulty providing consistent support to nurse. Is unclear or unsure of role.	Completes tasks as assigned by the school nurse. Asks questions when needed.	Effectively supports nurse(s) in their preparations and interactions with students. Can anticipate needs.	Can multi-task to provide quality service; effectively uses time to meet others' needs. Is respected for constructive problem solving ideas.
Interaction With Administrator/Director	Does not demonstrate respect or support. Interactions are often negative. Views constructive feedback as negative.	Health assistant is generally respectful and supportive. Accepts feedback and requests advice when in doubt.	Consistently demonstrates cooperative work and collegial respect. Seeks feedback from administrator to learn and improve skills.	Consistently demonstrates thorough cooperation, support, and respect. Can constructively disagree. Views supervision as an excellent opportunity for growth.

Component 2: Organizing Physical Space

Element:

Materials and Supplies	Materials are often handled inefficiently resulting in waste of resources.	Routines for handling materials and supplies are followed moderately well.	Routines for handling materials and supplies are followed without any difficulty.	Offers constructive and useful input to improve efficiency in routines for handling materials/supplies.
Health Area	Health area is generally disorganized and untidy.	Health area is clean. Most supplies are available.	Health area is organized and appropriately equipped.	Health area is exceptionally well-organized and aesthetically pleasing.

Domain 3: Service Delivery

Component One: Providing Health Services

Element:

Oral and Written Language	Unsatisfactory Spoken and/or written language is inappropriate and may contain many grammar and syntax errors.	Satisfactory Spoken and written language skills are adequate. Vocabulary and grammar are correct, but may be	Proficient Spoken and written language is clear and correct. Vocabulary is appropriate to age and interests of students.	Distinguished Spoken and written language is correct and expressive. Has mastery of medical terminology but can adjust communications
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		limited or inappropriate at times.		as needed for students and adults.
Knowledge of Age Group	Displays minimal understanding of developmental characteristics of age group.	Displays generally accurate understanding of the pertinent age group.	Displays effective understanding of the characteristics of each pertinent age group of students.	Displays understanding of the developmental characteristics of each pertinent age group as well as exceptions to general patterns.
Medication	Health Assistant is inefficient, inaccurate or undependable in administering and/or documenting medication.	Health Assistant usually administers medication as prescribed and documents adequately.	Consistently administers and documents medications in an efficient, accurate, and thorough manner.	Exceptionally dependable and conscientious in all aspects of medication usage and documentation, utilizing parent input, school nurse, pharmacy.
First Aid/Medical Crises	Inefficient and undependable in handling basic first aid situations and/or medical crises. Escalation occurs.	Typically handles basic first aid situations and/or medical crises in an acceptable manner. May not always remain calm.	Consistently handles first aid situations and/or medical crises effectively in a calm and efficient manner.	Is exceptional in handling all first aid situations with little assistance and very little disruption.
Follows Directions/Completes Delegated Nursing Procedures	Is unwilling or unable to follow district procedures or directions, or those supplied by nurse.	Generally follows all directions/procedures when working with students. Seeks needed clarification.	Consistently follows directions/procedures. Can be counted on to safely and effectively perform treatments and delegated procedures.	Anticipates possible problem areas and seeks guidance. Can appropriately adjust directions and procedures to ensure smooth operation.
Screenings	Is unable or unprepared to effectively handle routine screenings as designated by the school nurse.	Generally handles routine screenings well, as designated by the school nurse.	Is consistently well prepared and conducts routine screenings efficiently, as designated by the school nurse.	Anticipates needs when scheduling/conducting routine screenings. Completes screenings as designated by the school nurse with minimal disruption to student learning.
Referrals to School Nurse	Fails to refer students to school nurse when needed, or refers too often or inappropriately.	Usually refers students to school nurse when it is needed.	Consistently recognizes when referral and further assessment are needed in alleviating concerns or in determining the best resolution for students.	Is exceptional in judging which situations require assistance and which are within one's role, qualifications and expertise.

Telephone Skills

Fails to contact parents when questions arise regarding student health concerns. Is unavailable or unresponsive to parent inquiries.

Usually notifies parents in an appropriate and timely manner regarding student health concerns. Is available and responsive to parents.

Consistently notifies parents in an appropriate manner when the situation requires. Is proactive in managing parent concerns by initiating contact.

Is exceptional in managing parent contacts. Deft at handling difficult calls and recognizing which calls to handle and how to share information.

**Component Two: Providing Student And Staff Protection
Element:**

Knowledge of Emergency Procedures

Has minimal knowledge of emergency procedures for building.

Has knowledge and provides information on emergency procedures to others.

Reviews procedures regularly. Works effectively with students and staff during emergency drills and situations.

Reviews procedures. Offers alternative suggestions to assist in emergency situations. Suggests additional emergency procedures.

Safety

Does not demonstrate awareness or follow safety procedures within health office environment.

Is aware of safety procedures and reports any unsafe conditions within health office environment to administrator.

Follows all safety and security policies and procedures within health office environment. Increases safety awareness among staff and students.

Is proactive in managing safety within health office environment. Provides input to make school environment safer and more secure.

**Domain 4: Professional Responsibilities
Component 1: Contribution to School/District
Element:**

Punctuality

Unsatisfactory

Frequently late, and often late for meetings.

Satisfactory

Arrives on time and leaves at end of work day. Attends meetings on time.

Proficient

Arrives early and is ready at his/her designated time. Is timely and prepared for meetings.

Distinguished

Arrives early to be ready at his/her post and has prepared for next day's activities before departure. Arrives early for meetings and has prepared for meeting in advance.

Professional Appearance

Presents an inappropriate appearance; does not look presentable.

Is occasionally careless or inappropriate in appearance.

Consistently presents an appropriate, well-groomed appearance.

Always presents an excellent example of appropriate, professional appearance.

Outlook/Resiliency

Displays lack of enthusiasm. Is

Usually demonstrates a positive outlook.

Consistently displays considerable enthusiasm

Manifests an uncommonly positive attitude which

	critical and negative.		and a positive approach.	gives others an uplift.
Confidentiality	Frequently fails to respect confidentiality of issues that have occurred. Takes advantage of position to be "in the know."	Usually respects confidentiality issues.	Understands and follows standards for confidentiality; corrects others who may violate confidentiality.	Demonstrates a high degree of confidentiality for students, parents, and all staff. Does not tolerate an environment lacking in confidentiality.
Flexibility/Adaptability	Finds it difficult to be receptive to new ideas, tasks, or procedures.	Generally open to new ideas and will change his/her approach if asked.	Typically receptive to new ideas and tasks; deals with new information and situations well.	Consistently demonstrates flexibility to handle new situations and will adapt approach to meet a need.
Teamwork	Is reluctant or unwillingly to be part of a team. Mocks the team process or is insensitive to effect of their actions on others.	Generally recognizes the need for teamwork in the building. Tries to be sensitive to others.	Builds productive work relationships with others. Supports others' efforts to be successful.	Consistently contributes to or leads efforts to create a strong, effective, smoothly running team.
Service To School	Avoids becoming involved in school events.	Participates in school events when specifically asked.	Regularly volunteers to participate in school events.	Volunteers to participate in school events and makes a substantial contribution or takes a leadership role.
Component 2: Professional Growth Element:				
Goal Setting	Has made no attempts to set or work toward individual goals for growth.	Has demonstrated some difficulties focusing on goals for growth.	Demonstrates positive effort to set and plan implementation steps in meeting goals for growth.	Uses goal setting and implementation as an excellent opportunity for growth.
Acceptance of New Responsibilities	Unwilling to accept new or different responsibilities.	Occasionally accepts new responsibilities and attempts to follow through to best of ability.	Typically receptive to new responsibilities and willingly implements to best of ability.	Eagerly seeks opportunities to broaden field of responsibilities and skills.
Alignment	Focuses efforts only on own needs or needs of own building or department.	Generally focuses on organizational goals while advancing goals of own building or department.	Displays initiative while ensuring efforts align with their school and with district goals/initiatives.	Develops personal and unit goals out of district initiatives. Looks to district initiatives to guide and shape goals/efforts.

Domain 5: Technology

Element:

Computer Operations/Productivity

Unsatisfactory

Is lacking in basic computer skills. Struggles to use technology effectively.

Satisfactory

Displays acceptable computer skills. Attempts to use technology to improve workflow.

Proficient

Has solid computer skills. Eagerly looks for ways to utilize technology in streamlining work.

Distinguished

Is viewed as a computer expert. Offers frequent suggestions in applying computer tools to increase productivity.

Data Collection/Information Management
(Student Health Records)

Is unable or unwilling to use or correctly use district programs. Data is inaccurate or missing.

Appropriately uses district programs. Enters data accurately and according to district guidelines.

Student health records are consistently accurate and up-to-date. Data is readily available when needed and the right information is included.

Leverages information within district programs. Demonstrates use of electronic resources in tracking and using student health records and preparing reports.