

Raymond School District Nurse Walk-through Observation Form

Educator:		Observer:		Date:	
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Class:		Time:	
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Domain 2: The Environment				
2a. Creating an environment of respect & rapport. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Nurse's interactions with at least some students are negative or inappropriate. 	2 - Basic <ul style="list-style-type: none"> Nurse's interactions with students are a mix of positive and negative. 	3 - Proficient <ul style="list-style-type: none"> Nurse's interactions with students are positive and respectful. 	4 - Distinguished <ul style="list-style-type: none"> Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship. 	
Comments/Recommendations				
2c. Following health protocols and procedures. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Nurse's procedures for the nursing office are nonexistent or in disarray. 	2 - Basic <ul style="list-style-type: none"> Nurse has rudimentary and partially successful procedures for the nursing office. 	3 - Proficient <ul style="list-style-type: none"> Nurse's procedures for the nursing office work effectively. 	4 - Distinguished <ul style="list-style-type: none"> Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. 	
Comments/Recommendations				

Domain 3: Delivery of Service				
3a. Assessing student needs. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Nurse does not assess student needs, or the assessments result in inaccurate conclusions. 	2 - Basic <ul style="list-style-type: none"> Nurse's assessments of student needs are perfunctory. 	3 - Proficient <ul style="list-style-type: none"> Nurse assesses student needs and knows the range of student needs in the school. 	4 - Distinguished <ul style="list-style-type: none"> Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. 	
Comments/Recommendations				
3e. Demonstrating flexibility and responsiveness. (Focus Component)				
1 - Unsatisfactory <ul style="list-style-type: none"> Nurse adheres to the plan or program, in spite of evidence of its inadequacy. 	2 - Basic <ul style="list-style-type: none"> Nurse makes modest changes in the nursing program when confronted with evidence of the need for change. 	3 - Proficient <ul style="list-style-type: none"> Nurse makes revisions in the nursing program when they are needed. 	4 - Distinguished <ul style="list-style-type: none"> Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input. 	
Comments/Recommendations				

The items not checked on this form were items that were not observed during the scheduled observation. It is not an indication that they did not happen over the entire class period.

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Educator Comments:	
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An educator's Professional Practice Rating will be determined at the time of the summative evaluation. It will be based upon the following four domains of Charlotte Danielson's Framework of Teaching: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities. Not all the components and domains are observable in the classroom observation process, especially Domain 4. There is an expectation that all educators will demonstrate proficient performance in each of the focus components as identified in the Raymond Educator Effectiveness Plan.

Teacher Signature:		Date:	
Administrator Signature:		Date:	

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.