pennsylvania
DEPARTMENT OF EDUCATION

RUBRIC ASSESSMENT: CERTIFIED SCHOOL DENTAL HYGIENIST (CSDH)				
Date ☐ Self-Assessment ☐ Evaluator Assessment ☐				
Domain 1: Planning and Preparation *"To improve the public's total health by ensuring access to quality oral health care, increasing awareness of the cost-effective benefits of prevention, promoting the highest standards of dental hygiene education, licensure, practice and research." (ADHA, 2012)*				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
1a: Demonstrating Knowledge of Oral Hygiene Process and Health	➢ Demonstrates little understanding of oral hygiene process and health.	➢ Demonstrates basic understanding of oral hygiene process and health.	➢ Demonstrates a proficient understanding of oral hygiene process and health. ➢ Consistently collects, prioritizes, documents and evaluates individual and collective student health data. ➢ Bases decisions on clinical judgment and current research information to meet the needs of the district. ➢ Identifies important concepts of the discipline and their relationships to one another. ➢ Consistently provides clear explanations of the content, answers questions accurately, and provides feedback that furthers student learning. ➢ Seeks out content-related professional development.	➢ Demonstrates extensive understanding of oral hygiene process and health.
Evidence/Examples	➢ Is unable to answer questions related to nutrition, healthcare, and follow-up dental care. ➢ Does not know that man-made sugar results in decay.	➢ Is able to answer some questions related to nutrition, healthcare, and follow-up dental care. ➢ Does not know that frequency of sugar ingestion affects decay rate.	➢ Is able to demonstrate knowledge related to the relationship between good nutrition and home dental care. ➢ Understands crunchy fruits and vegetables act as detergent foods to help clean the teeth when brushing and flossing is unattainable.	➢ Understands that optimal dental health results in optimal systemic health. ➢ Understands good dental care reduces dental diseases, heart disease, and type II diabetes associated with obesity.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Individual Health Needs and Normal Growth and Development	➤ Demonstrates little/no understanding of individual health needs, including backgrounds, cultures, skills, language proficiency, interests, and special needs.	➤ Demonstrates partial understanding of individual health needs, including backgrounds, cultures, skills, language proficiency, interests, and special needs.	➤ Demonstrates accurate understanding of individual health needs, including backgrounds, cultures, skills, language proficiency, interests, and special needs. ➤ Is knowledgeable about normal growth and development. ➤ Is cognizant of individual dental health needs with regard to backgrounds, cultures, skills, language proficiency, interests, and special needs.	➤ Demonstrates accurate understanding of individual health needs and actively seeks additional information, including backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
Evidence/Examples	➤ Wears a mask and is unaware that a student who is receiving a dental screening has a hearing impairment. ➤ Makes no attempt to communicate with a student.	➤ Is aware the student does not speak English but does not make an attempt to communicate with the student. ➤ Does not have a mirror or model to show the student what they are concerned about.	➤ Sends home referral forms in the child's native language. ➤ Sends a note with a dentist's phone number and a number to contact the school to talk to someone who speaks their language to answer further questions.	➤ Incorporates the assistance of an interpreter for a student who speaks Spanish. ➤ Uses a computer language application to talk with the student.
1c: Identifying Appropriate Service Delivery Outcomes	➤ Does not identify appropriate outcomes.	➤ Identifies rudimentary and partially appropriate outcomes.	➤ Identifies clear and appropriate outcomes. ➤ Consistently identifies outcomes that are culturally appropriate and realistic in relation to the student's present and potential needs. ➤ Is responsible for the management and oversight of student dental health needs.	➤ Identifies highly appropriate and measurable outcomes following consultations with students, parents, and colleagues.
Evidence/Examples	➤ Does not identify a student with poor oral hygiene. ➤ Allows a student to eat candy during lesson without making suggestions for healthy alternatives.	➤ Lectures, but does not instruct, the student in oral hygiene. ➤ Offers student healthy solutions of rinsing with water if students can't brush after a sugary snack.	➤ Instructs the student in proper oral hygiene by example and participation. ➤ Offers solutions to not being able to brush after meals by eating their crunchy fruit or vegetable last at lunchtime.	➤ Instructs the student in proper oral hygiene and collaborates with parents for a better regimen of home care. ➤ Gives the student personal brushing time after breakfast or lunchtime with parent notification.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

2

Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Appropriate Laws, Regulations, and Resources	➢ Demonstrates little/no knowledge of appropriate laws, regulations, and resources.	➢ Demonstrates basic knowledge of appropriate laws, regulations, and resources.	➢ Demonstrates knowledge of appropriate laws, regulations, and resources. ➢ Is cognizant of all federal/state laws and regulations applicable to registered dental hygiene practice. ➢ Is cognizant of the state school health mandates as outlined in the Pennsylvania Public School Code. ➢ Is aware of appropriate resources available through district, community, state, and national levels.	➢ Demonstrates extensive knowledge of appropriate laws, regulations, and resources, and utilizes them appropriately.
Evidence/Examples	➢ Does not have appropriate license, certification, or clearances to practice as a Certified School Dental Hygienist in Pennsylvania. ➢ Allows dental hygienist license to lapse.	➢ Has a valid license and clearances, but is unfamiliar with child protective laws. ➢ Publishes a photo of a child on public media without parental consent. ➢ Screens a student without parental consent.	➢ Adapts the Pennsylvania school code to meet the needs of the district. ➢ Adapts screening services in grades that are not preset by the Pennsylvania Department of Health School Health Codes.	➢ Pursues other resources to help meet the dental needs of the district. ➢ Utilizes and supervises the services of Mobile Dental Units. ➢ Involves the services of Children and Youth if dental neglect is evident.
1e: Designing Coherent Instruction	➢ Does not plan for age-appropriate activities to attain expected outcomes.	➢ Partially develops age-appropriate activities to attain expected outcomes.	➢ Develops age-appropriate activities to attain expected outcomes. ➢ Is responsible for appropriate and realistic outcomes to meet individual student needs.	➢ Develops extensive age-appropriate activities to attain expected outcomes.
Evidence/Examples	➢ Does not provide any screening or educational activities to students. ➢ Does not show up for a scheduled dental health lesson.	➢ Provides activities that are age appropriate but does not follow through for expected outcomes. ➢ Provides a dental screening, but does not notify parent of screening results.	➢ Provides dental activities to reinforce learning outcomes. ➢ Provides example for experiments that reinforce the lesson (e.g., egg/soda experiment to show how sugars and acids attack teeth). ➢ Uses sugar in test tubes to represent the amount of sugar in food.	➢ Provides age-appropriate examples and experiments to enhance learning outcomes and provides added feedback. ➢ Provides brushing charts for students to track their brushing in school or at home. ➢ Provides a "Find the Healthy Snack Worksheet" to assess learning outcomes from the Nutrition lesson.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
1f: Designing Outcome Evaluation	➢ Designs plans that have no clear criteria or standards and are inappropriate to individual needs.	➢ Has a rudimentary design for outcome achievement that is only partially appropriate to individual needs.	➢ Designs plans for outcome achievement that are aligned using clear criteria and are appropriate to the needs of the individual. ➢ Systematically evaluates the quality and effectiveness of dental hygiene practice.	➢ Designs plans for outcome achievement that are fully aligned with clear criteria and evidence-based standards to meet individual needs.
Evidence/Examples	➢ Writes a dental health curriculum that is not approved by the Pennsylvania Department of Health.	➢ Writes a dental health curriculum that is approved by the Pennsylvania Department of Health and is grade appropriate.	➢ Writes a curriculum for all ages that is age appropriate and congruent with science and health curricula of the district that is approved by the Pennsylvania Department of Health.	➢ Writes a curriculum for all grades that is age appropriate and congruent with science and health curricula of the district that is approved by the Pennsylvania Department of Health, and provides assessment feedback for evaluation.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

	Domain 2: The Environment			
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
2a: Creating an Environment of Respect and Rapport	➤ Has negative or inappropriate interactions with at least some members of the school community.	➤ Has a mix of positive and negative interactions with members of the school community.	➤ Has positive and respectful interactions with members of the school community. ➤ Establishes a respectful and professional rapport with the school community.	➤ Is sought out by members of the school community, reflecting a high degree of comfort and trust in the relationship.
Evidence/Examples	➤ Conducts him/herself in inappropriate manner with another staff member or student. ➤ Uses inappropriate language in front of a student.	➤ Knows some staff members, but has no interaction with them. ➤ Does not include school nurse and principal when an emergency occurs.	➤ Is able to identify specific school staff members and has a respectful rapport with them. ➤ Provides dental emergency treatment for a student and conveys information to school nurse, principal, and parent.	➤ Engages with and involves professional team members in student treatment planning. ➤ Is asked to attend an IEP meeting to render a professional recommendation.
2b: Establishing a Culture for Health and Wellness	➤ Makes no attempt to establish a culture for health and wellness in the school community.	➤ Is partially successful in promoting a culture of health and wellness in the school community.	➤ Promotes a culture of health and wellness in the school community. ➤ Acts as a liaison between the school community and the dental community regarding access to dental care. ➤ Provides age-appropriate sequential dental health lessons. ➤ Models positive dental health behaviors.	➤ Promotes a culture of health and wellness in the school community that is supported by and sustained through collaboration with members of the school community.
Evidence/Examples	➤ Makes no attempts to encourage dental health for the school community. ➤ Is never visible for students to identify with him/her.	➤ Provides information on good dental health, but is not a good role model. ➤ Walks around the hallway drinking a can of soda.	➤ Exemplifies healthy dental habits. ➤ Eats a healthy lunch in front of students, eating a fruit or vegetable last.	➤ Promotes healthy dental environment and invites student participation. ➤ Responsible for student participation in National Children's Dental Health Month. ➤ Models good oral hygiene, personal hygiene, and professional appearance.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Following Health and Classroom Protocols and Procedures	➢ Does not follow health and classroom protocols and procedures.	➢ Inconsistently follows health and classroom protocols and procedures.	➢ Utilizes effective health and classroom protocols and procedures. ➢ Demonstrates infectious disease protocol as dictated by the Centers for Disease Control (CDC). ➢ Follows guidelines set by the Pennsylvania Department of Health, Pennsylvania Department of Education, and the Pennsylvania Board of Dentistry. ➢ Follows the Dental Hygiene Service Plan that has been submitted and approved by the Pennsylvania Department of Health. ➢ Engages students during classroom instruction.	➢ Utilizes effective health and classroom protocols and procedures. ➢ Is able to readily adapt to unexpected situations.
Evidence/Examples	➢ Does not follow universal infectious disease protocol. ➢ Does not wear gloves while screening a student.	➢ Does not control classroom behaviors. ➢ Allows students to freely leave the classroom during a dental health lesson.	➢ Allows for safe student interaction during a Dental Hygiene Curriculum-approved dental health lesson or screening. ➢ Allows for questions and answers during lesson time. ➢ Keeps all hazardous materials put away and out of the reach of students.	➢ Is prepared to provide multiple deliveries (e.g., PowerPoint® presentation, internet, DVD, VHS, age-appropriate book) of a dental health lesson to avoid technological difficulties.
2d: Promoting a Safe and Healthy Environment and Managing Student Behavior	➢ Does not promote a safe and healthy environment. ➢ Does not have an established standard of conduct and conducts little or no monitoring of student behavior.	➢ Makes minimal attempts to promote a safe and healthy environment. ➢ Sets inconsistent expectations/standards of conduct and conducts minimal monitoring of student behavior.	➢ Promotes a safe and healthy environment. ➢ Consistently and effectively responds to student misbehavior. ➢ Establishes a standard of conduct and monitors for student behavior.	➢ Effectively promotes a safe and healthy environment utilizing evidence-based guidelines and strategies. ➢ Responds to student misbehavior while being sensitive to individual student needs and respectful of student dignity.
Evidence/Examples	➢ Does not provide a safe screening or learning environment for students. ➢ Leaves students unattended in the classroom.	➢ Screens students in an inappropriate location. ➢ Screens students in unhealthy room conditions, but attempts to control cleanliness.	➢ Acts promptly to an altercation situation. ➢ Notices two students who are acting inappropriately and separates them quickly to diffuse an altercation.	➢ Avoids potential accidents and prevents them from happening. ➢ Asks classroom teacher for any information about the student population's diversity and special needs, reporting any incidences to principal or supervisor.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	➤ Does not ensure the physical environment is safe.	➤ Ensures the physical environment is safe, somewhat organized, and accessible to most members of the school community.	➤ Ensures the physical environment is safe, organized, and accessible to all members of the school community.	➤ Ensures the physical environment is safe, efficiently organized, and readily available to all members of the school community.
Evidence/Examples	➤ Provides unsafe placement of Dental equipment. ➤ Leaves sharp dental instruments out in the open that are unattended.	➤ Applies to administrators for specific area conditions to conduct work from. ➤ Notifies staff as to where dental screenings /lessons are to be conducted.	➤ Has a clearly identifiable office area. ➤ Contacts staff through notes or emails of her location.	➤ Sets up an identifiable supply station. ➤ Leaves dental supplies available to staff and students for dental situations that are needed when the CSDH is in another building.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Domain 3: Service Delivery				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
3a: Communicating Clearly and Accurately	➢ Is unclear or confusing when describing expectations for goal achievement, directions, or content. ➢ Uses language that contains errors or is inappropriate to culture or level of development.	➢ Clarifies expectations for goal achievement, directions, procedures, or content after initial confusion. ➢ Uses language that is correct but may not be completely appropriate to culture or level of development.	➢ Provides clear expectations for goal achievement, directions, and procedures, explanations of content. ➢ Communicates in a manner that is appropriate to culture and level of development. ➢ Utilizes age-appropriate language for all members of the school community. ➢ Effectively states student learning, and models the process to be followed in assigned task.	➢ Provides clear expectations for goal achievement, directions, procedures, explanations of content. ➢ Uses clear and expressive oral and written communication that is appropriate to culture and level of development and anticipates possible misconceptions.
Evidence/Examples	➢ Makes no attempt to use grade-level appropriate language during a dental health lesson. ➢ Does not talk about dental health during a lesson.	➢ Uses some grade-level appropriate language. ➢ Addresses classroom rules and expectations, but does not address infractions of the rules and expectations when they occur.	➢ Uses grade-appropriate language. ➢ Addresses classroom rules and expectations and holds students accountable for them most of the time. ➢ Models proper tooth brushing method with students.	➢ Consistently uses grade-appropriate language and remediates students to understanding dental terminology. ➢ Consistently holds students accountable to classroom rules and expectations that were outlined at the beginning of the lesson time. ➢ Provides question and answer time for students.
3b: Providing Appropriate Assessment	➢ Does not provide appropriate assessment.	➢ Provides only partially appropriate assessment.	➢ Provides appropriate assessment. ➢ Follows the Pennsylvania Department of Health's state report requirements for dental data collection. ➢ Provides effective open-ended questions and fosters student engagement.	➢ Provides comprehensive, relevant assessment.
Evidence/Examples	➢ Does not follow the Pennsylvania Department of Health's recommendation for data collection during dental screenings. ➢ Does not inform parent when dental referral is necessary. ➢ Does not provide classroom education component of the dental hygiene services program.	➢ Only charts a "pass" or "fail" rather than charting what dental conditions require referral to a dentist during a dental screening. ➢ Does not inform parent of student's dental need. ➢ Provides dental education, but does not provide a measurable assessment component.	➢ Charts according to the Pennsylvania Department of Health's recommendations for dental screenings. ➢ Sends written documentation of need of referral to student's family. ➢ Records dental health education on dental health record. ➢ Provides multiple forms of assessment during dental health lessons.	➢ Charts dental screening/education according to the Pennsylvania Department of Health's recommendations. ➢ Sends written documentation of referral need to student's family. ➢ Works with nursing staff, social workers, parents and the dental community to see that the student's dental needs are met during dental emergencies. ➢ Allows for open-ended question and answer session in dental health lesson.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging the School Community in Health Education and Wellness Promotion	➢ Fails to promote health education and wellness.	➢ Displays partially effective measures in promoting health education and wellness.	➢ Promotes health education and wellness, resulting in knowledge acquisition and application. ➢ Provides materials and resources to support the learning goals.	➢ Promotes health education and wellness, resulting in knowledge acquisition, application, and member participation.
Evidence/Examples	➢ Makes no attempt to arrange time to teach dental health education. ➢ Does not contact a school to schedule dental lessons or screenings.	➢ Make an attempt to arrange time to teach dental health lessons to two grade levels; however, learning activities and handouts/worksheets are given out and are not appropriate to student grade level. ➢ Teaches wrong grade-level dental lesson to a class. ➢ Provides no take-home information during dental health lesson.	➢ Arranges time to teach dental health lessons to a variety of grade levels. Learning activities and handouts/worksheets are somewhat appropriate to student grade level. ➢ Provides lecture and take-home information during a dental health lesson. ➢ Participates in dental health month activities for students.	➢ Arranges time to teach dental health lessons to a variety of grade levels. Learning activities and handouts/worksheets are appropriate to student grade level. ➢ Allows time for assessment during dental health lesson. ➢ Sets up time for students to actively partake in daily tooth brushing. ➢ Encourages student participation in dental health month activities.
3d: Utilizing Assessment Data and Resources to Deliver Appropriate Care	➢ Does not utilize assessment data and resources to deliver appropriate care.	➢ Occasionally utilizes assessment data and resources to deliver appropriate care.	➢ Regularly utilizes assessment data and resources to deliver appropriate care. ➢ Collects, analyzes, and synthesizes comprehensive data pertinent to student's/staff member's dental health.	➢ Consistently utilizes assessment data and resources to deliver appropriate care using standardized language.
Evidence/Examples	➢ Does not use information gathered from dental screenings to make referrals of dental need to parents. ➢ Does not write a dental health curriculum for the district needs. ➢ Does not identify "at-risk" students.	➢ Only uses information gathered from dental screenings as data collection. ➢ Writes a dental health curriculum, but does not address the needs of the district. ➢ Identifies "at-risk" students with dental needs.	➢ Uses information gathered from dental screenings to make referral of dental need to parents. ➢ Helps to identify community resources for families without "dental homes." ➢ Makes suggestions for dental insurance programs to cover student needs.	➢ Uses information gathered from dental screenings to make referral of dental need to parents. ➢ Alters curriculum to meet changing needs of the district's population. ➢ Provides alternate dental services, such as cleanings, fluoride treatments, sealants, and x-rays to meet needs of the district.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	➢ Adheres to the plan or program in spite of evidence of its inadequacy.	➢ Makes modest changes in the plan or program when confronted with evidence of the need for change.	➢ Makes revisions in the plan or program as needed. ➢ Makes adjustments to the lesson according to the needs of the group.	➢ Continually seeks ways to improve the plan or program and makes changes as needed in response to input.
Evidence/Examples	➢ Fails to review the district's dental hygiene services program and adheres to it in spite of evidence of its inadequacies. ➢ Does not submit dental health curriculum to the Pennsylvania Department of Health for approval. ➢ Does not know of special needs students in the classroom.	➢ Updates dental health program curriculum in a five-year time frame. ➢ Submits dental health program curriculum to Pennsylvania Department of Health, but makes no updates to meet needs of the district. ➢ Teaches same lesson for ten years with no updated product information. ➢ Knows of special needs students, but does not address them in the lesson.	➢ Annually reviews the district's dental hygiene services program to assure that the students' dental needs are being met. ➢ Notifies the Pennsylvania Department of Health of changes to the program plan. ➢ Adapts dental health lessons to meet special needs situations with visual, audio, and kinesthetic restrictions addressed. ➢ Seeks knowledge of new products and services through continuing education.	➢ Recognizes plan deficits and constructs a plan for improvement and change. ➢ Carries out initiatives for change after notifying the Pennsylvania Department of Health of revision to the program plan. ➢ Meets student needs with appropriate use of technology. ➢ Recommends current dental products to meet student needs.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Domain 4: Professional Development/Professional Responsibilities				
Component	**Failing**	**Needs Improvement**	**Proficient**	**Distinguished**
4a: Reflecting on Professional Practice and Certified School Dental Hygienist Process	➢ Does not reflect on practice or the reflections are inaccurate or self-serving.	➢ Reflects on practice with moderate accuracy and objectivity without citing specific examples. ➢ Makes only global suggestions as to how practice might be improved.	➢ Reflects on practice, providing an accurate and objective description of practice and citing specific positive and negative characteristics. ➢ Makes specific suggestions as to how practice may be improved.	➢ Reflects on practice, providing highly accurate and perceptive description and citing specific examples. ➢ Draws on evidence-based knowledge to suggest alternative strategies.
Evidence/Examples	➢ Does not keep current with standards of care as related to school- based dental hygiene services programs. ➢ Does not meet biannual requirement for professional license renewal and allows license to lapse.	➢ Meets biannual requirement for professional license renewal, but makes no additional attempt to keep current with standards of care as related to school-based dental hygiene services programs. ➢ Meets professional license requirements, but does not keep current with Pennsylvania Education Association's ACT 48 hours.	➢ Meets biannual requirement for professional license renewal and shows evidence of attending continuing education/ professional networking sessions that address the particular needs of dental hygienists working in the public school environment. ➢ Offers input for conducting continuing education class instruction.	➢ Continually meets biannual requirements for professional license renewal and goes above the 20 hours of continuing education needed to meet this requirement. ➢ Endeavors to learn more about his/her chosen field of work in the school environment. ➢ Cites all evidenced-based information.
4b: Maintaining Accurate Records	➢ Has missing, late, or inaccurate reports, records, or documentation.	➢ Completes generally accurate, though not always timely, reports, records, and documentation.	➢ Completes accurate and timely reports, records, and documentation.	➢ Approaches record keeping in a highly systematic and efficient manner, and serves as a model for colleagues.
Evidence/Examples	➢ Has difficultly accessing student data via his/her record keeping to respond to questions by school community. ➢ Loses school screening data.	➢ Can easily access student data via his/her record keeping to respond to questions by school community. ➢ Can convey a screening result to a parent who lost the referral form.	➢ Can easily access student data via his/her record keeping to respond to questions by school community. ➢ Provides administration with data for the state report.	➢ Can efficiently and quickly provide dental health information to school community. ➢ Provides administration with accurate state report data prior to time deadline.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Members of the School Community	➢ Provides little or no information to members of the school community.	➢ Provides limited, though accurate, information to members of the school community.	➢ Provides thorough and accurate information to members of the school community.	➢ Proactively provides thorough, accurate, and timely information to members of the school community.
Evidence/Examples	➢ Cannot provide an accurate answer to a question. ➢ States that the dental services program was completed for the year; however, when assessed, evidence reports uncompleted components.	➢ Does not attempt to disseminate dental information to the school community, but when asked, does provide accurate, timely information. ➢ Provides the dental schedule for the district, but does not adjust it for unforeseen scheduling conflicts.	➢ Provides venues of disseminating dental health information to the school community via various forms of media (e.g., public service announcements, newsletter articles, web page). ➢ Provides information when dental services will be conducted through a mass telephone message system.	➢ Provides information to the school community regarding facilities/programs that offer free or reduced-fee dental services (e.g., Sealant Saturday Programs, Have a Heart Free Care Days). ➢ Provides referrals to parents about programs in which to enroll students, and provides follow-up conversations.
4d: Participating in a Professional Community	➢ Avoids involvement in professional community.	➢ Participates in professional community only when specifically requested to do so.	➢ Actively participates in professional community, and maintains positive and productive relationships.	➢ Makes a substantial contribution to professional community and assumes leadership roles.
Evidence/Examples	➢ Does not participate in the academic or professional dental hygiene community. ➢ Does not respond to a request to attend a professional meeting.	➢ Attends professional meetings as required by the school district. ➢ Attends some, but not all of the department meetings required by the district policy.	➢ Maintains active membership in their professional organizations. ➢ Attends all professional meetings as required by the school district and seeks ways to increase his/her involvement in professional organizations.	➢ Agrees to serve on professional district committees/curriculum councils. ➢ Assumes leadership roles on committees within the school district or within his/her professional discipline. ➢ Passes on professional information to school staff and colleagues. ➢ Provides referrals for program enrollments and provides follow-up conversation.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."

Component	Failing	Needs Improvement	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ Does not participate in professional development activities.	➢ Demonstrates limited participation in professional development activities, focusing only on those that are convenient or required.	➢ Seeks out opportunities for professional development based on an individual assessment of need. ➢ Maintains active member status in local, state, and national organizations. ➢ Enhances professional dental practice performance by networking and interacting with peers and colleagues.	➢ Actively pursues and develops professional development opportunities and makes a substantial contribution to the profession.
Evidence/Examples	➢ Does not participate in professional staff development activities. ➢ Does not attend in-service training.	➢ Only participates in professional staff development activities that are required. ➢ Inconsistently attends in-service staff development by calling off sick frequently.	➢ Participates in all required professional development activities and seeks additional enrichment courses within the dental hygiene discipline. ➢ Attends all in-service and department meetings required by licensure and district policies. ➢ Is a current member of national, state, and local educational/professional organizations.	➢ Maintains active membership in local, state, and national professional organizations. ➢ Enhances professional performance by networking and interacting with peers and colleagues. ➢ Attends state/national conferences to promote school dental health and forwards the information to the school community.
4f: Demonstrating Professionalism	➢ Displays inappropriate interactions with members of the school community and violates principles of confidentiality.	➢ Is appropriate in interactions with members of the school community and protects confidentiality.	➢ Displays high standards of honesty, integrity, and confidentiality when interacting with members of the school community.	➢ Holds the highest ethical standards when interacting and advocating for members of the school community.
Evidence/Examples	➢ Violates HIPPA and FERPA standards. ➢ Freely gives confidential health information about a student to the public. ➢ Puts a picture of a student in the newspaper without written consent.	➢ Occasionally violates HIPPA and FERPA standards by breeching student confidentiality. ➢ Publishes a picture of a child with written permission, but does not contact the parents to inform them of the situation.	➢ Adheres to educational laws; health care laws; dental ethics; and federal, state, and district regulations relating to privacy and confidentiality. ➢ Contacts student's dentist to retrieve private dental report without parent permission.	➢ Holds the highest ethical standards as stated above, while advocating for members of the school community. ➢ Assists parent in obtaining private dental report from their dentist with permission to do so.

Dental Hygienist – June 01, 2014 "Adapted from Charlotte Danielson's 2011 Framework for Teaching."