

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**SCHOOL NURSE EVALUATION PROCESS**

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**School Nurse Evaluation Process**

***This process is based on the Standards of School Nursing Practices from the American Nurses Association and the National Association of School Nurses***

**Goals:**

1. To ensure that the school nurse is competent, accountable, and provides high quality services within the school setting.
2. To promote professionalism and professional growth of the school nurse.
3. To increase understanding of the role of the school nurse.

**FALL:**

|  |  |
| --- | --- |
| **School Nurse** | **Evaluator (Peer)** |
| 1. The school nurse will complete **School Nurse Self Evaluation: Standards** (Section A)  * The nurse completes the “Nurse comments and reflections” for each standard, considering strengths and weaknesses and provide examples of work, case studies, and include projects. * The nurse should self evaluate where he/she believes to stand on the standard and check the category he/she believes best represents his/her level. |  |
| 1. Based on Self Evaluation, the school nurse will complete **School Nurse Professional Growth Plan**. |  |
| 1. The school nurse will meet with the evaluator(s) to discuss **Professional Growth Plan**, **Self Evaluation: Standards** (Section A), and examples of work, case studies, projects as examples of work toward meeting each standard. | 1. The evaluator(s) will meet with the school nurse to discuss **Professional Growth Plan**, **Self Evaluation: Standards** (Section A), and examples of work, case studies, projects as examples of work toward meeting each standard. |

**WINTER/SPRING:**

|  |  |
| --- | --- |
| **School Nurse** | **Evaluator (Peer)** |
| 1. The school nurse will meet with the evaluator(s) by May 1 to discuss the efforts for the year related to **Professional Growth Plan**, **Self Evaluation: Standards** (Section A), and examples of work, case studies, and projects as examples of work toward meeting each standard. The school nurse and the evaluator will discuss the **Summative School Nurse Evaluation Form**. | 1. The evaluator(s) will meet with the school nurse by May 1 to discuss the efforts for the year related to **Professional Growth Plan**, **Self Evaluation: Standards** (Section A), and examples of work, case studies, projects as examples of work toward meeting each standard. Discuss the **Summative School Nurse Evaluation Form** (Section B). *If evaluator is a peer, invite building administrator to attend this meeting.* |
|  | 1. The evaluator(s) will complete **Summative School Nurse Evaluation Form (Section B)**. The documents should be shared with the **building principal**, who may comment and then should sign off on the form. |
|  | 1. The evaluator(s) will submit a signed copy of the final **School Nurse** **Evaluation Forms (Sections A and B)** to Human Resources by May 30. Provide a copy to the school nurse. |

*Adapted from: McDaniel, K. H., Overman, M., Guttu, M., & Engelke, M. K. (2013). School nurse evaluations: Making the process meaningful and motivational. The Journal of School Nursing, 29(1), 19–30. doi:10.1177/1059840512469407*



**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**SCHOOL NURSE ANNUAL PROFESSIONAL GROWTH PLAN**

SHAKER HEIGHTS CITY SCHOOL DISTRICT

# ANNUAL PROFESSIONAL GROWTH PLAN

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Nurse Name |  | School Year |  | | |
| Evaluator Name |  | Date Created |  | Date(s) Reviewed |  |

**Self-Directed**  **Collaborative**

* As a result of the evaluation process, nurses and evaluators should focus on accelerating and continuing School Nurse growth.
* Professional goals should be individualized to the needs of the nurse and specifically relate to his/her areas of refinement/growth as identified in the School Nurses’ evaluation.
* The evaluator and teacher should have collaborative and ongoing discussions related to activities aligned to the goals.
* This plan may also be used as a guide for creating professional development goals aligned with licensure renewal.

|  |  |
| --- | --- |
| **Annual Focus**  **These are addressed by the evaluator as appropriate for this school nurse**  You are encouraged to create goals that meet **SMART** criteria:  **S**- Specific (What do I want to measure?)  **M** – Measurable (How am I going to measure it?)  **A** – Attainable (Is this a reasonable goal?)  **R** – Results-oriented (What will my goal look like when I’ve reached it?)  **T** – Time-Bound (When will I reach my goal?) | **Areas for Professional Growth**  **What will show your progress toward the goal?**  **What will show your achievement of the goal?**  ***Include tentative deadlines*** |
| **Goal 1*: Performance on the Standards of School Nursing Practices*** *Standard #* |  |
| **Goal 2:*****Performance on the Standards of School Nursing Practices*** *Standard #* |  |

**School Nurse’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**   **Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

Signatures above verify acknowledgement of receipt of documented plan by both parties.

*Both parties should keep a copy of this document as a point of reference throughout the year. A final copy should be submitted to the Human Resources Office by Evaluator with the Summative Evaluation.*

*A copy of this document should be shared with the Building Principal*

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**School Nurse Evaluation**

**Standards -SECTION A**

|  |  |  |  |
| --- | --- | --- | --- |
| School Nurse Name |  | Building(s) |  |
| Evaluator Name |  | Date |  |

**STANDARD 1: ASSESSMENT**

***The school nurse collects comprehensive data pertinent to the health care consumer’s health and/or situation***

* Collects and prioritizes comprehensive data based on the health care consumer’s immediate condition or anticipated needs in a systematic and ongoing process;
* Uses appropriate evidence based assessment techniques, instruments, and tools;
* Documents relevant data in a retrievable format.

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 2: DIAGNOSIS**

***The school nurse analyzes the assessment data to determine the diagnosis or issues.***

* Derives the diagnosis or issues through analysis of a broad range of assessment data, including data from the student, family, school staff, and health care providers;
* Documents diagnoses or issues In a retrievable format that facilitates the determination of the expected outcome and plan

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 3: OUTCOMES IDENTIFICATION**

*The* ***school nurse identifies expected outcomes for a plan individualized to the health care consumer or situation.***

* Involves the student, family, health care providers, and others in formulating expected outcomes when possible and appropriate;
* Uses standardized language or recognizable terminology to document the outcome in retrievable form

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 4: PLANNING**

***The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.***

* Develops and individualized plan in partnership with the student’s characteristics or situation that addresses each of the identified diagnoses, including emergency care provisions;
* Establishes the plan priorities with the family and others as appropriate and uses the plan to provide direction to other members of the health care team;
* Documents the plan in a matter that uses standardized language or recognized terminology

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 5: IMPLEMENTATION**

***The school nurse implements the identified plan.***

* Partners with the student, family, significant others, and caregivers as appropriate to implement the plan in a safe, realistic, and timely manner ;
* Uses evidence-based interventions and treatment specific to the diagnosis or problem;
* Uses community resources and systems to implement the plan;
* Documents implementation and any modifications, including changes or omissions of the identified plan in the appropriate health and educational records;
* Provides medically prescribed interventions, including medication administration and medical/nursing treatments, and standard care of ill and injured health care consumers in the school community;
* Responds to health care issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, death of family members, suicide, child abuse or neglect;
* Assumes responsibility for the safe and efficient implementation of the plan

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 5A: COORDINATION OF CARE**

***The school nurse coordinates care delivery.***

* Advocates for the delivery of dignified, culturally competent, developmentally appropriate, and humane care by the inter-professional team;
* Educates colleagues regarding implementation of plan;
* Incorporates the individualized healthcare plan into the student’s educational day and after school activities;
* Documents coordination of care

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 5B HEALTH TEACHING AND HEALTH PROMOTION**

***The school nurse employs strategies to promote health and a safe environment, especially regarding health education.***

* Provides health teaching that addresses such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self care;
* Provides general health education for the student body at large through classroom instruction or expert consultation
* Promote health, wellness, self-care, and safety through education of the school regarding health issues;
* Promotes health principles through the Coordinated School Health Program;
* Serves as a primary resource to school staff (and others as appropriate) regarding health education

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 5C: CONSULTATION**

***The school******nurse provides consultation to influence identified plan, enhance the abilities of others, and effect change.***

* Seeks consultation with other health professionals;
* Documents consultation with other health care providers and other professionals to assure implementation of plan;
* Acquires knowledge through participation in formal or informal consultation to address issues in nursing practice

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 6: EVALUATION**

***The school nurse evaluates progress through attainment of outcomes.***

* Conducts a systematic, ongoing, and criterion-based evaluation of the outcomes prescribes by the plan and indicated timeline;
* Collaborates with the health care consumer and others involved in the care or situation in the evaluation process;
* Documents results of the evaluation

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 7: ETHICS**

***The school nurse practices ethically.***

* Uses *Code of Ethics for Nurses with Interpretive Statements; Guide to the Code of Ethics for Nurses : Interpretation and Application*; and other appropriate resources to guide practice;
* Upholds health care consumer confidentiality within legal, regulatory, and ethical parameters of health and education;
* Integrates caring, kindness, and respect into nursing practice

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 8: EDUCATION**

***The school nurse attains knowledge and competency that reflect current nursing practice.***

* Participates in ongoing educational activities related to professional issues;
* Seeks formal and independent learning experiences to develop and maintain clinical and professional skills and knowledge;
* Shares educational findings, experiences, ideas with peers;
* Maintains professional records that provide evidence of competency and lifelong learning

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 9: EVIDENCE BASED PRACTICE AND RESEARCH**

***The school nurse integrates evidence and research findings into practice.***

* Uses current evidence-based nursing knowledge, including research findings, to guide practice;
* Incorporates evidence when initiating change in school nursing practice;
* Participates in data collection such as surveys, pilot projects and formal studies as appropriate

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 10: QUALITY OF PRACTICE**

***The school nurse contributes to quality nursing practice.***

* Uses creativity and innovation to enhance school nursing care;
* Participates in quality improvement activities. Identifies, collects, analyzes data; formulates recommendations and implements activities to improve school nursing practice

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 11: COMMUNICATION**

***The school******nurse communicates effectively in a variety of formats in all areas of nursing practice.***

* Conveys information to health care consumers in formats that promote understanding;
* Discloses observations or concerns related to hazards, errors in care, or the practice environment to the appropriate level of administration;
* Uses communication as a strategy to achieve nursing goals;
* Seeks continuous improvement of own communication and conflict resolution skills

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 12: LEADERSHIP**

***The school nurse demonstrates leadership in the professional practice setting and the profession.***

* Incorporates the vision and goals of the school organization when planning care and implementing and measuring progress of the individual student;
* Participates in efforts to influence school health, public health, and general health care policy;
* Participates in appropriate professional organizations in a membership or leadership capacity;
* Participates in committees, councils, or administrative teams in the school or other setting;
* Provides direction to enhance the effectiveness of the school multidisciplinary team

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 13: COLLABORATION**

***The school nurse collaborates with the health care consumer, family and others in the conduct of nursing practice.***

* Partners with others to effect change and generate positive outcomes through the sharing of knowledge about health care and/or situation;
* Functions as a case manager in collaboration with the health care consumer and other professionals and agencies;
* Functions as a liaison between the family, school and community

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 14: PROFESSIONAL PRACTICE**

***The school nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.***

* Engages in self evaluation of practice, identifying areas of strength as well as areas in which professional development would be beneficial;
* Takes action to achieve goals identified during the evaluation process;
* Interacts with peers and colleagues to enhance one’s own professional nursing practice or role performance;
* Takes corrective action to rectify a mistake and reduce future errors;
* Obtains informal feedback regarding one’s own practice from clients, peers, professional colleagues, others

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 15: RESOURCE UTILIZATION**

***The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.***

* Identifies appropriate resources for assessed health care/consumer care needs and desired outcomes;
* Advocates for resources, including technology, that enhance nursing practice and health care delivery;
* Assists the health care consumer in securing appropriate available services, addressing needs across the health care continuum

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 16: ENVIRONMENTAL HEALTH**

***The school nurse practices in an environmentally safe and healthy manner.***

* Promotes a practice environment that reduces environmental health risks of health care consumers, including visitors;
* Participates in strategies that promote emotionally and physically healthy communities;

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |

**STANDARD 17: PROGRAM MANAGEMENT**

***The school nurse manages school health services.***

* Manages school health services as appropriate to the nurse’s education and practice environment;
* Implements needed health programs using a program planning process

|  |
| --- |
| **Nurse comments and reflections:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  | Deficient in skills in several areas and/or inconsistent implementation | Skills are emerging with plans for development to strengthen skills | Most attributes are consistently present with plans for improvement | All attributes are effectively and consistently delivered at the highest level |
| **Self Evaluation** |  |  |  |  |
| **Evaluator Rating** |  |  |  |  |



**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**School Nurse Evaluation**

**SUMMATIVE EVALUATION FORM-SECTION B**

|  |  |  |  |
| --- | --- | --- | --- |
| School Nurse Name |  | Building(s) |  |
| Evaluator Name |  | School Year |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Goals and Professional Growth Plan**  **(completed by Evaluator)** | **Not Achieved** | **Partially Achieved** | **Fully Achieved** |
| 1. Professional growth for this past year: |  |  |  |

|  |
| --- |
| **Other special achievements:** |

*It is recommended that the* ***evaluator*** *meet face-to face with the* ***building administrator*** *to review the entire Summative Evaluation*

|  |
| --- |
| **Comments by Evaluator:** |

|  |
| --- |
| **Comments by Building Administrator:** |

**Over, please →**

****

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

**Summative SCHOOL NURSE EVALUATION-SECTION B**

|  |  |  |  |
| --- | --- | --- | --- |
| School Nurse Name |  | Building(s) |  |
| Evaluator Name |  | School Year |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Final Summative Rating**  **(Completed by Evaluator based on aggregate of Evaluator Ratings on all standards)** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
|  |  |  |  |
| ***Overall Area(s) of***  ***Strength*** |  | | | |
| ***Recommendation(s) for***  ***Growth*** |  | | | |

**School Nurse’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date**

**Building Administrator/ Supervisor Signature Date**

**Nurse’s signature indicates that he/she has read this document. It does not indicate agreement or disagreement with its content, except for self evaluation.**

***The evaluator should submit a final signed copy of the Summative Evaluation Form (Sections A and B) to the Human Resources Office by May 30.***

SCHOOL NURSE COMPETENCIES RUBRIC

Adapted From:

Competency in School Nurse Practice. (2009, January 1).

Retrieved August 14, 2014, from <http://www.ct.gov/sde/cwp/view.asp?q=2678&q=320768>

**CHECKLIST FOR 16 SCHOOL NURSE COMPETENCIES**

This School Nurse competency Tool is based on the *School Nursing Scope and Standards of Practice* (ANA and NASN, 2005). Sixteen standards are presented and each session in this tool represents a separate standard. The tool is designed to assess where each nurse is with a particular standard at a given point in time. While each standard complements the others, the competency tool is designed to look at each standard independently. The performance evaluation tool in Appendix B is designed to provide an overall picture of an individual school nurse’s achievement in meeting all of the School Nursing Standards of Practice.

This tool is presented in a checklist format in order that the school nurse/school nurse mentor can identify the skills and knowledge that the school nurse applies in his or her daily practice. As you read each standard, the columns build from left to rights, from basic to accomplished. In other words, to be considered skilled, the school nurse would have successfully accomplished all competencies identified under the new nurse and developing level, as well as the competencies delineated for skilled. As mentioned above, each standard should be considered separately; therefore a school nurse may find that she or he is at the accomplished level for assessment but only as the basic level for research.

In order to fully use these competencies to guide individual school nurse practice, it is essential that some overarching principles are in place at the district level. These include an introduction to district policies and procedures, familiarity with the data system within the district for data collection and nursing documentation, and having access to available resources both inside and outside the school district.

This competency tool is intended to be used as:

* an orientation plan for new school nurses with less than one year of school nurse experience
* an evaluation tool by a nursing peer evaluator
* a self-evaluation tool by the school nurse;
* a program-planning tool; and
* a goal-setting tool for the school nurse.

**STANDARD 1: ASSESSMENT**

The school nurse collects, analyzes and synthesizes comprehensive data pertinent to the student’s health or the situation.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Completes a program of orientation to school district policies, procedures and systems for data collection and documentation. * Demonstrates ability to access and follow policies, procedures, protocols and supervisory direction to guide practice in data collection. * Collects, prioritizes, documents and evaluates basic student health information during routine student visits in the health office and in emergency situations, according to established policy, guidelines and protocols. * Collects basic student health information as it relates to state-mandated screenings and physical exam data as directed by the mentor. * Accesses consultation and supervision for setting priorities of data collection in more complex situations (for example: medically complex students; students not making educational progress; students with ongoing somatic complaints). * Learns to use an already-established data collection system in an organized manner. | **The developing school nurse:**   * Initiates collection of data from students, parents, staff members and health care providers as guided by protocols and procedures. * Collects and analyzes focused and comprehensive data as indicated by student complaint, family concern/request or school team request. * Uses appropriate interview techniques with students, parents and staff members. * Drafts health history assessment summaries for individual students. * With direction, supervision and consultation as needed, collects, prioritizes, evaluates and documents data in more complex situations using prior and newly-acquired knowledge and skills in accordance with established policies, guidelines and protocols. | **The skilled school nurse:**   * Independently collects, prioritizes, documents and evaluates individual and collective student health data guided by clinical judgments and current research information. * Synthesizes focused and comprehensive data according to students, program, school and community needs. * Uses a variety of modalities to collect and differentiate data, including observations, interviews, standardized assessment tools, outside sources and formal and informal settings with attention to cultural, environmental, educational and bio-psychosocial indicators. * Prioritizes data collection in routine and complex health and education situations based on prior experience and knowledge. * Uses policies and protocols to help set priorities. * Actively contributes to a data collection system that is organized, ongoing and flexible according to student needs. * Evaluates and revises the assessment process as indicated. Retrieves individual and aggregate data to inform practice, policy, procedures and program development. * Identifies need for and drafts health history assessment summaries for individual students with clinical consultation. | **The accomplished school nurse:**   * Empowers students to be partners in the data collection process by encouraging them to develop effective communication, self-advocacy and self-awareness skills. * Intuitively prioritizes data collection and synthesizes the data in all situations through a variety of modalities. * Develops implements and evaluates a districtwide data collection process that is organized, systematic and ongoing. * Uses the system for research purposes to develop best practice guidelines for the subspecialty of school nursing. * Designs, implements and evaluates data collection protocols for research initiatives in school health practice at the individual, group and community levels. |

**STANDARD 2: DIAGNOSIS (nursing diagnosis = judgment based on comprehensive nursing assessment)**

The school nurse analyzes assessment data to determine the nursing diagnoses and collective problems.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Assigns appropriate nursing diagnoses for individual students after analysis of assessment data during routine office visits and emergency situations. * Consults frequently with mentor and school nurse colleagues regarding the choice of nursing diagnoses in the routine and competent care of students. * For individual students and staff, documents nursing diagnoses according to district procedures in order to facilitate expected outcomes and a plan of care. | **The developing school nurse:**   * Derives appropriate nursing diagnoses for individual students through analysis of a broad range of assessment data, including data from the students, family, school and staff and health care providers. | **The skilled school nurse:**   * Derives a variety of nursing diagnoses for individual students through a holistic assessment of the students within the educational environment. * Derives and validates appropriate nursing diagnoses for groups of students and for the school community. | **The accomplished nurse:**   * Conceptualizes and explores implementation of new nursing diagnoses relevant to the care of the students and community n the educational environment. * Proposes to accredited bodies, new diagnoses relevant to the care of students and communities. * Uses trends in student diagnoses to guide district planning for future programs. |

**STANDARD 3: OUTCOMES IDENTIFICATION**

The school nurse identifies expected outcomes for a plan that is individualized to the student or the situation.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Identifies expected short-term student health outcomes based on the nursing diagnoses that are developmentally appropriate. * Possesses beginning awareness of the educational implications of health concerns or problems. | **The developing nurse:**   * Identifies expected short-term student health and educational outcomes based on the nursing diagnoses. * With consultation, identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities. * Determines outcomes with consideration of resources that are needed and available. * Constructs and documents student health outcomes that are measurable and include a reasonable time frame. | **The skilled nurse:**   * Identifies short- and long-term outcomes that are mutually formulated with the student, family, school staff, community and other providers, as appropriate. * Independently identifies outcomes that are culturally appropriate and realistic in relation to the student’s present and potential capabilities. * Considers risks, costs, benefits and scientific evidence in the development of outcomes. * Constructs and documents student health and educational outcomes that are measureable, expressed in educational terms and include a reasonable time frame. * Services as case manager for student with health needs. | **The accomplished nurse:**   * Mentors proficient school nurses in the role of case manager for students with health needs. * Identifies and uses trends in student outcomes to guide district planning for future school programs. |

**STANDARD 4: PLANNING**

The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Establishes a plan of interventions to meet the immediate needs of students making routine health office visits for wellness concerns, injuries and illnesses. * Communicates the intervention plan to the individual students, parents, faculty and staff as appropriate. * Documents the intervention plan in the student health record. * Recognizes and prioritizes students’ for individualized health care plans. * Initiates the individualized health care plan with the direction of the school nurse mentor. * Documents the completed IHP according to district policy. * Differentiates the essential components of the health care plan, such as an emergency care plan, routine interventions, transportation plans, off-site plans and medication plans. * Collaborates with other school team and family members to develop individualized health care plans based on standardized health care plan templates. | **The developing school nurse:**   * Establishes a plan of intervention to meet the immediate health promotion, education and developmental needs of students making routine health office visits. * Seeks consultation from and makes referrals to other health and education professionals. * Includes all the essential components in the development of the health care plan with guidance as needed. * Collaborates with other school team and family members to complete an individualized health care plan. * Recognizes program differences related to health care plans that are developed within the regular education, Section 504 and IEP. | **The skilled school nurse:**   * Integrates health promotion, education and prevention activities for students making routine health office visits. * Integrates a self-care model into planning for routine health office visits based on a student’s developmental age and abilities. * Uses Health Office system for documenting routine health office visits. * Uses current health care standards, treads and evidence-based information to develop health care plans in a timely manner. * Independently develops individualized health care plans within the appropriate educational programs (regular education, Section 504 and special education). * Uses professional consultation, when appropriate, in developing more complex individualized health care plans. | **The accomplished school nurse:**   * Develops a consistent district-wide approach to the planning for students and school community health needs. * Provides district- and community- level guidance and consultation in the development of health care plans for students. * Provides a global and research-based perspective to the process of planning for students with special health and developmental needs. * Establishes a planning process that reflects all applicable federal and state laws and regulations and professional standards of practice |

**STANDARD 5: IMPLEMENTATION**

The school nurse implements the interventions identified in the plan of care/action.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Provides interventions using the written health care plan and district policies, procedures and clinical protocols to address health needs. * Seeks supervision when considering revisions to an established plan of care. * With supervision, provides education and direction to school staff members in carrying out specific aspects of the plan. * Documents the nursing interventions in the appropriate health records according school district policies and procedures (nursing notes, medication administration sheets, IHP, etc) | **The developing school nurse:**   * According to the established health care plan, provides education and direction to school staff members in carrying out specific aspects of the plan. * Coordinates the delivery and provides for the continuity of health-related supports and services as identified in the health care plan. * Documents implementation of the nursing interventions using standardized nursing language or equivalent terminology. * Documents the nursing interventions in the appropriate health and educational records according to school district procedures, including the IEP. | **The skilled school nurse:**   * As appropriate, collaborates with nursing and school staff members, community health care providers and community services (such as after-school programs). * Identifies and implements changes or modifications in the plan of care. * Seeks scientific evidence through multiple information resources (such as reputable Internet sites, research-based and peer-reviewed journals, text books, etc.) to identify and implement nursing plans. * Services as an advocate for students, families and staff members on the implementation of care. | **The accomplished school nurse:**   * Serves as a mentor to other school nurses on appropriate implementation of plans of care. * Uses creative thinking to advocate for the appropriate implementation of a plan with school administrators, families and health care providers. |

**STANDARD 5A: COORDINATION OF CARE**

The school nurse coordinates care delivery.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Coordinates with other school personnel and families to carry out specific aspects of the plan by providing education and direction. * Documents coordination of care in the appropriate health care records according to district policy (such as IHP, nursing notes, 504 plan, etc. | **The developing school nurse:**   * Works with colleagues to integrate the health care plan into routine school programs. * Coordinates the delivery of and provides for continuity of health-related supports and services as identified in the health care plan. | **The skilled school nurse:**   * Incorporates the individualized health care plan into the student’s educational day. * Coordinates with families and community providers (such as coaches, after-school program directors, etc.) to promote transition of the health care plan goals into students’ extracurricular and community activities. | **The accomplished school nurse:**   * Promotes coordination of the plan with all agencies involved in the student’s care. |

**STANDARD 5B: HEALTH TEACHING AND HEALTH PROMOTION**

The school nurse provides health education and employs strategies to promote health and a safe environment.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Provides basic health information and counseling to individual students related to identified concerns within a health office visit. * Gives consideration to developmental differences among student in their school when providing health information. * Acts as a health resource to classroom teachers when approached. * With guidance as needed provides basic staff wellness education (such as universal precautions, flu prevention, etc.) | **The developing school nurse:**   * Incorporates evidence-based, developmentally appropriate health education and counseling to individual students during the health office visits. * Provides evidence-based health education and counseling to families based on students’ needs as identified in the health office visit. * Gives consideration to cultural and linguistic differences among students in their school when providing health information. * Serves as a professional health resource in classroom instruction to enhance the curriculum and promote health literacy. * Begins to identify areas of need for health education and health instruction based o health office data. * Promotes wellness among school staff members, based on staff concerns. | **The skilled school nurse:**   * Integrates evidence-based health promotion concepts into teaching and counseling with individual and groups of students, such as healthy lifestyles, reducing risky behaviors, bullying and violence prevention, and other health promotion activities based on the perceived needs. * Seeks opportunities to provide evidence-based education and counseling to individual families and parent groups. * Seeks opportunities and provides continual health education to students by co-teaching or serving as classroom resource. * Identifies areas of need for health education and health instruction based on student health data, community needs. * Ensures that health and safety are incorporated into all areas of the school environment. * Provides staff wellness and health information as needed. | **The accomplished school nurse:**   * Designs and evaluates health education strategies and programs to improve the effectiveness of health teaching and counseling with individuals and groups of students to meet their developmental, cultural, linguistic and learning needs. * Develops partnerships with families and communities to enhance the design and delivery of health education. * Conducts research to support and direct evidence-based practice in health education and counseling. * Initiates assessments and surveys to determine the areas for individual teaching and curriculum development in health education and health instruction, collaborating with health educators and curriculum leaders. * Participates in the design of district-wide staff wellness programs as necessary. |

**STANDARD 5C: CONSULTATION**

The school nurse provides consultation to influence the identified plan, enhance the abilities of others and effect change.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Identifies and obtains baseline data in response to a request for consultation. * Seeks guidance as needed to analyze data and provide appropriate consultation. | **The developing school nurse:**   * Analyzes and synthesizes information from a variety of sources. * Identifies stakeholders and includes them in the decision-making process related to the health plan. * Independently communicates recommendations and provides relevant consultation to school personnel and family members, as appropriate. | **The skilled school nurse:**   * Synthesizes data according to evidence-based practice and theoretical frameworks. * Initiates opportunities to provide consultation to others in order to influence the plan and enhance practice. * Independently communicates recommendations to, and facilitates understanding by, community-based providers and agencies. | **The accomplished school nurse:**   * Serves as a mentor and resource to others on effective consultation practices. * Develops models for effective consultation. |

**STANDARD 6: EVALUATION**

The school nurse evaluates progress toward attainment of outcome.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**  *With guidance*   * Uses a systematic approved to evaluate whether or not plans of action are implemented as specified. * Involves the student and others to evaluate outcomes. * Documents the results of the evaluation according to district policies and procedures. * Revises the plan as needed. | **The developing school nurse:**  *Independently*   * Uses a systematic approach to evaluate whether or not plans were implemented, and specified health outcomes were achieved. * Involves the student and others to evaluate outcomes. * Documents the results of the evaluation according to district policies and procedures. * Revises the plan as needed. | **The skilled school nurse:**   * Evaluates whether student outcomes had the desired impact on educational progress. * Aggregates data from student outcomes to effect change to policies and procedures, and promotes school health programs that support student learning and healthy development. | **The accomplished school nurse:**   * Develops systems for outcome evaluation. * Initiates changes in nursing practice at the district level based on the results of quality assurance activities. * Designs, implements and evaluates research to test the quality and effectiveness of school nursing practice |

**STANDARD 7: QUALITY OF PRACTICE**

The school nurse systematically evaluates the quality and effectiveness of nursing practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Collaborates with the mentor assess the quality of student care in the health office. * Adheres to the district’s system for the collection of data which will be used to monitor the quality and effectiveness of nursing care. * Adheres to district policies, procedures and practice guidelines/protocols to promote quality of care. * With assistance of mentor, implements activities to enhance the quality of nursing practice. * Appropriately documents all essential communications. | **The developing nurse:**   * Implements activities to enhance the quality of nursing practice in collaboration with the nursing team. * Participates in evaluation and research to test the quality and effectiveness of nursing care. | **The skilled nurse:**   * Contributes to the development of research to determine the quality and effectiveness of nursing care. * Formulates recommendations to improve school nursing practice and/or student outcomes in collaboration with school administrators, boards of education and boards of health. * Initiates changes in nursing practice at the building level based on the results of quality assurance activities. * Contributes to the development of policies, procedures and practice guidelines to improve the quality of care. | **The accomplished nurse:**   * Develops policy, procedure and practice guidelines to improve the quality of care. * Initiates changes in nursing practice at the district level based on the results of quality activities. * Designs, implements and evaluates research to test the quality and effectiveness of school nursing practice. |

**STANDARD 8: EDUCATION**

The school nurse attains the knowledge, skills and competencies require for quality practice in schools

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The new school nurse:**   * Demonstrates basic knowledge and skills appropriate to the specialty practice of school nursing, including but not limited to: * Knowledge of growth and development; * Pediatric and adolescent primary care issues; * Infectious and communicable diseases or infestations; * Chronic disease management for school-aged youths; * School health laws and regulations; * Family systems theory; * Roles of school team members; * Skills related to effective oral and written communication; * Information technology; and * Assessment of common pediatric primary care problems. * Participates in continuing education activities to enhance current clinical knowledge and professional issues in consultation with mentor. * Seeks clinical guidance to enhance their knowledge and skills in school nursing practice. | **The developing school nurse:**   * Applies knowledge and skills appropriate to the specialty practice of school nursing. * Identifies personal needs for professional development and ongoing formal education. * Participates in appropriate professional development and higher education activities. * Acquires more in-depth knowledge related to: * Special education; * Section 504; and * IHP/IEP process | **The skilled school nurse:**   * Pursues an advanced degree in nursing or a related field. * Seeks advanced knowledge and skills appropriate to the specialty practices of a school nursing and the educational environment. * Contributes to the design and implementation of health related programs in school health at the district, local or state level. | **The accomplished school nurse:**   * Has an advanced degree in nursing or a related field at the master’s level or beyond. * Plans, designs and implements professional development or higher education programs in health related programs at the district, local, state or national level. |

**STANDARD 9: PROFESSIONAL PRACTICE EVALUATION**

The school nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statues, rules and regulations.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Participants in performance appraisal on an ongoing basis in order to identify strengths and areas for improvement. * Uses constructive feedback from a clinical supervisor to improve one’s practice. * Develops annual goals and objectives in collaboration with their mentor. * Implements performance strategies to achieve goals identified through the evaluation process. | **The developing school nurse:**   * Participates in peer review, as appropriate. * Seeks constructive feedback from apeer evaluator colleague regarding one’s practice. * Independently identifies professional strengths and areas for improvement. * In collaboration with a peer evaluation colleague develops annual goals and objectives to enhance performance. | **The skilled school nurse:**   * Initiates and participates in peer review, as appropriate. * Collaborates with a peer evaluator colleague to develop annual goals and objectives to enhance the district’s health services program. * Contributes to the development and revision of the district’s performance appraisal process. | **The accomplished school nurse:**   * Develops and revises the district’s performance appraisal process. * Mentors other in self- and peer evaluation. |

**STANDARD 10: COLLEGIALITY**

The school nurse interacts with and contributes to the professional development of peers and school personnel as colleagues.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Understand the organizational structure of the school and district and understands the role of other school staff members. * Contributes appropriately to nurse and faculty meeting discussions. * Explores participation in appropriate professional organizations. | **The developing school nurse:**   * Shares nursing knowledge and skills with nursing colleagues and begins to share with interdisciplinary colleagues. * Seeks new knowledge and skills from educational colleagues to enhance nursing practice. * Understands and supports contributions from other disciplines to the educational processes. * Suggests items for and presents school health information at faculty meetings as appropriate. | **The skilled school nurse:**   * Contributes knowledge to the staff about the impact of health on academic achievement. * Seeks constructive feedback from nursing and education colleagues. * Provides peers with constructive feedback regarding their practice. * Provides professional development to school personnel as needed. * Provides educational opportunities for students of nursing and other professions, as well as other employees. | **The accomplished school nurse:**   * Researches and synthesizes information on national, state and local issues and their impact on health in schools. * Provides mentoring opportunities for nursing and education professionals. |

**STANDARD 11: COLLABORATION**

The school nurse collaborates with student, family, school staff and others in the conduct of school nursing practices.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Seeks mentor assistance to identify, prioritize and establish cooperative relationships with: * Core school; * Core district staff; and * Essential community-based partners. * With mentor support, articulates for students, parents/guardians and school staff members the school nurse’s role within a coordinated approach to support the health, learning and achievement of students. * Seeks orientation about and accesses school district policies and procedures regarding standards to share and protect student’s health, mental health and educational information, both internally and externally, including obtaining appropriate authorizations | **The developing school nurse:**   * Clearly articulates the nurse’s role and the importance of health services to support learning, health and achievement by students. * Independently establishes and maintains cooperative relationships within the school and community, based on ethical and legal standards permitted and through protected communications. | **The skilled school nurse:**   * Models the nurse’s role and the importance of health services to support learning, health and achievement by students. * Identifies and helps to resolve barriers to effective collaboration. * Advocates for a collaborative approach to student supports and services. | **The accomplished school nurse:**   * Initiates multidisciplinary teams to promote collaboration. * Builds consensus within the school community to achieve identified goals. * Collaborates with a multidisciplinary team to initiate systems change and develop policies and programs. * Mentors and guides others in the collaborative process. |

**STANDARD 12: ETHICS**

The school nurse integrates ethical provisions in all areas of practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Uses the ANA and NASN Codes of Ethics and school district policies to guide decision making in his or her practice. * Seeks a mentor’s assistance in interpreting ethical standards as they apply to specific situations. * Delivers care in a manner that preserves and protects the autonomy, dignity and rights of students and, when applicable, their families. * Maintains therapeutic and professional student-nurse relationships, including appropriate role boundaries, and seeks supervision as necessary. * Seeks orientation to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. | **The developing school nurse:**   * Adheres to educational laws, health care laws, nursing ethics, and federal, state and district regulations relating to privacy and confidentiality. * Delivers care in a manner that is sensitive to diversity within the school community. * Recognizes and articulates ethical dilemmas involving students, colleagues or systems and participates in resolving them with consultation with colleagues. | **The skilled school nurse:**   * Establishes a network of resources for consultation in resolving ethical dilemmas. * Facilitates exploration and resolution of ethical dilemmas of students, colleagues or systems. * Educates others about therapeutic and professional student-nurse relationships and role boundaries. | **The accomplished school nurse:**   * Develops policies, procedures and professional development activities that promote staff adherence to ethical standards related to: * student autonomy, dignity and rights; * diversity within the school community; * educational laws, health care laws, nursing ethics, and federal, state and district regulations; * advocacy for students; and * staff wellness * Acts as a consultant to others to resolve ethical issues of students, colleagues or systems. |

**STANDARD 13: RESEARCH**

The school nurse integrates research findings into practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Collaborates with a mentor to seek and use evidence-based data from professional literature to guide practice decisions. * Participates in data collection (surveys, pilot projects, studies) as directed by the mentor. | **The developing school nurse:**   * Uses evidence-based data to guide practice decisions and professional growth. * Identifies clinical issues for data collection. | **The skilled school nurse:**   * Analyzes and synthesizes broad-based data to inform and guide clinical practice. * Indentifies clinical problems specific to nursing research (student care and nursing practice). * Uses school-based data to identify patterns and trends in student health and health services programs. | **The accomplished school nurse:**   * Uses evidence-based research to develop, implement and disseminate policies and protocols (health and academic) of practice. * Designs and conducts reach and contributes to school nursing literature. |

**STANDARD 14: RESOURCE UTILIZATION**

The school nurse considers factors related to safety, effectiveness, cost and impact on practice in the planning and delivery of school nursing services.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * With guidance, assigns or delegates tasks to school personnel as defined by the Ohio Nurse Practice Act and other relevant statutes and regulations. * Follows district procedures for purchasing and maintaining health office supplies and equipment. | **The developing school nurse:**   * Independently assigns or delegates tasks to school personnel. * Assists students and families in securing appropriate services within the school and community. * Participates in the budgetary process of the school health office. | **The skilled school nurse:**   * Considers factors such as safety, effectiveness, cost and impact on practice when choosing interventions that result in desired student outcomes. * Informs students and families about health promotion, health education, school health services, and individualized health interventions for student within the limitations of school resources. | **The accomplished school nurse:**   * Plans and evaluates school health programs that consider cost effectiveness, cost-benefit and efficiency factors. * Independently seeks resources (grant-writing, special funds, etc.) for appropriate school health programs. |

**STANDARD 15: LEADERSHIP**

The school nurse provides leadership in the professional practice setting and the profession.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Is recognized as a team participant who demonstrates energy, excitement and a passion for quality work. | **The developing school nurse:**   * Encourages lifelong practice of healthy behaviors for self and school community. * Maintains active member status in state and national professional organizations. * Demonstrates knowledge of the philosophy and mission of the school district. | **The skilled school nurse:**   * Convenes a multidisciplinary team, including relevant school and community members, to address health needs of students and the school community. * Promotes active member status and contributes to local, state and national professional organizations. * Serves in formal and informal leadership roles within the school community. | **The accomplished school nurse:**   * Organizes and facilitates a coordinated approach to school health. * Models the use of critical thinking skills, risk taking and data-driven decision making to foster a learning community. * Serves in formal and informal leadership roles in professional organizations and committees at the local, state or national level. * Pursues and maintains national certification. |

**STANDARD 16: PROGRAM MANAGEMENT**

The school nurse manages school health services.

|  |  |  |  |
| --- | --- | --- | --- |
| **BASIC** | **DEVELOPING** | **SKILLED** | **ACCOMPLISHED** |
| **The basic school nurse:**   * Maintains an organizational health room in an efficient manner. * Uses technology (assistive, informational and medical) to effectively manage school health programs. | **The developing school nurse:**   * Demonstrates knowledge of existing school health programs and current pediatric and adolescent health trends that may impact client care. * Implements needed health programs using program planning processes. * Trains faculty and staff and evaluates as needed. * Participates on school teams to manage environmental health and safety issues in the school building as needed. | **The skilled school nurse:**   * Conducts school health program needs assessments to identify current health problems and the need for revising or developing new programs as appropriate. * Initiates changes in the school health program based on the results of a school health needs assessment, data analysis and quality care activities as appropriate. | **The accomplished school nurse:**   * Evaluates ongoing school health programs for effectiveness and efficiency and communicates findings to administrators, boards of education and boards of health, as appropriate. * Secures resources, such as staffing and technology, to efficiently provide district school health services. * Develops systemwide strategies in response to problem analysis. |