



Evaluation of School Nursing Practice

 VERMONT
DEPARTMENT OF HEALTH

Northeastern University School Health Academy in collaboration with the Vermont Department of Health. 2022

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Presenter



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Learning Outcomes

After viewing the presentation, the participant will be able to:

- Identify the need for a School Nurse Job Description
- Examine the need for Goal development.
- Recognize the importance of Self-Assessment.

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Evaluation

NASN Position Statement

Practice of the Professional School Nurse

- Should be supervised and evaluated by a registered nurse knowledgeable of school nurse practice in accordance with the School Nursing: Scope and Standards of Practice (American Nurses Association [ANA] & NASN, 2022) and the Framework for 21st Century School Nursing Practice™ (NASN, 2016a).
- To promote proficiency, professionalism and quality improvement initiatives, supervision and evaluation of school nurse performance should support the specific roles and responsibilities necessary to promote the health, safety, and learning of individual students and unique school communities.


Vermont Department of Health National Association of School Nurses. (2018). Supervision and evaluation of the school nurse (Position Statement). Silver Spring, MD: Author.

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Evaluation

NASN Position Statement (con't)

- Only 36.2% of school nurses report being supervised by a registered nurse (Mangena & Maughan, 2015).
- Measurable objectives based on job descriptions, scope and standards of practice, competencies, and applicable state laws;
- Input and goal-setting by school nurses, school nurse supervisors (if available), and school administrators;
- Evidence-based protocols, state and/or national certification, nursing practice portfolios, and outcomes from continuing education



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How do we start?

Job Description, Self-Assessment, Goals

Job Description

A description of a job, including a list of responsibilities and duties.

Qualifications & Skills

- Do you have one?
- What does it include?
- What does it NOT include?
- Is it inclusive of your roles and responsibilities?

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SMART Goals

<h1 style="font-size: 48px; margin: 0;">S</h1> <p style="font-weight: bold; text-decoration: underline;">Specific</p> <p style="font-size: small;">State what you'll do Use action words</p>	<h1 style="font-size: 48px; margin: 0;">M</h1> <p style="font-weight: bold; text-decoration: underline;">Measurable</p> <p style="font-size: small;">Provide a way to evaluate Use metrics or data targets</p>	<h1 style="font-size: 48px; margin: 0;">A</h1> <p style="font-weight: bold; text-decoration: underline;">Achievable</p> <p style="font-size: small;">Within your scope Possible to accomplish, attainable</p>	<h1 style="font-size: 48px; margin: 0;">R</h1> <p style="font-weight: bold; text-decoration: underline;">Relevant</p> <p style="font-size: small;">Makes sense within your job function Improves the business in some way</p>	<h1 style="font-size: 48px; margin: 0;">T</h1> <p style="font-weight: bold; text-decoration: underline;">Time-bound</p> <p style="font-size: small;">State when you'll get it done Be specific on date or timeframe</p>
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S.M.A.R.T. GOALS WORKSHEET TRY smartplans for FREE

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

I INITIAL GOAL	Write the goal you have in mind
S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M MEASURABLE	How can you measure progress and know if you've successfully met your goal?
A ACHIEVABLE	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
R RELEVANT	Why am I setting this goal now? Is it aligned with overall objectives?
T TIME-BOUND	What's the deadline and is it realistic?
SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

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Examples of Evaluation Tools

- > **Vermont:** <https://www.healthvermont.gov/family/school/standards-practice-school-health-services-manual>
- > **MA** <https://neusha.org/index.php/resources-handouts/>
 - > [DESE Rubric School Nurses SISP \(pdf\)](#)
 - > [School Nurse Resource Document to Support the Implementation of the SISP Model Rubric \(pdf\)](#)
 - > [School Nurse Clinical Evaluation Resource](#)
- > **Illinois** <https://www.iasn.org/resources-2/resources/evaluation-tools/>
- > **Virginia** <https://journals.sagepub.com/doi/epdf/10.1177/1942602X16684848>

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Self Assessment

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SCHOOL NURSE COMPETENCIES SELF-EVALUATION TOOL

School Nurse _____ School _____ Date Completed _____
 School Nurse Supervisor _____ Date Reviewed _____

The school nurse competencies presume that some core knowledge has been provided to the school nurse by his or her supervisor. In developing these competencies, district policies and structures must be in place. These include an orientation at the district level, policies and procedures, a system for data collection and nursing documentation, access to a nursing supervisor and peer networking opportunities. The competencies listed are examples and not exhaustive and applicability depends on circumstances (e.g., under Standard 9, Evidence-Based Practice, a school nurse may not be involved in designing and conducting research; however, based on the other six measures for that standard could still be proficient in that area). Each school nurse should rate their own performance based on the competency statements below using the following criteria:

- ✓ **Exemplary** – substantially exceeding indicators of performance and offers multiple examples of evidence.
- ✓ **Proficient** – Meeting indicators of performance.
- ✓ **Developing** – meeting some indicators of performance within the standards and at times with support of others, such as nursing supervisors and other school nurses.
- ✓ **Below Standard** – Not meeting indicators of performance.

For all ratings, the school nurse should provide evidence within the appropriate boxes.

The School Nurse Competencies Self-Evaluation Tool should be completed in its entirety the first year of implementation of this evaluation system. In subsequent years, it should be reviewed, dated and if there has been a change in the rating of proficiency for one or more of the standards, the change should be documented with evidence on the tool.

STANDARD 1: ASSESSMENT: The school nurse collects comprehensive data pertinent to the healthcare consumer's health/ or the situation.	Developing	Proficient	Exemplary	Below Standard
<ul style="list-style-type: none"> • Collects, prioritizes, documents and evaluates student health information during student visits to the health office, for state-mandated screenings and physical exams and in emergency situations, according to established policy, guidelines and protocols. 				
<ul style="list-style-type: none"> • Collects, prioritizes, evaluates and documents data in more complex situations (e.g. medically complex students; students not making educational progress; students with ongoing somatic complaints) using knowledge and skills in accordance with established policies, guidelines and protocols. 				
<ul style="list-style-type: none"> • Completes comprehensive health history assessment summaries for individual students 				
<ul style="list-style-type: none"> • Prioritizes and analyzes individualized and comprehensive data as indicated by student complaint, family concern/ request or school team request 				

School Nurse Competencies Self-Evaluation Tool June 2014

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(MA) Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Student Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration 2. Consultation
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

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Performance Criteria Based on the Standards of Nursing Practice **Illinois**

Standard 1: Assessment*-The school nurse collects comprehensive data pertinent to the student's health and/or situation.			
Component	Developing	Effective	Highly Effective
Collects and prioritizes comprehensive data* based on student's immediate condition or anticipated needs.	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse only utilizes the basic procedures as set forth in school district policies. <input type="checkbox"/> Nurse's data is not prioritized. <input type="checkbox"/> With supervision the nurse, collects and analyzes data as indicated by the student complaint, family concern or request from school team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse initiates collection of data from students, parents, staff members and health care providers as guided by protocols and procedures. <input type="checkbox"/> Nurse is able to differentiate and prioritize data and anticipate student needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse independently collects, prioritizes, documents and evaluates individual and collective student health data guided by clinical judgment and current research information. <input type="checkbox"/> Nurse prioritizes data collection in all situations through a variety of modalities.
Uses appropriate evidence-based assessment techniques and instruments in collecting data.	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse conducts a basic assessment of student health needs. <input type="checkbox"/> Nurse assessment of student health needs has incomplete health data. <input type="checkbox"/> Nurse consults with a clinical supervisor for correctness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse uses appropriate interview techniques and assessment tools with students. <input type="checkbox"/> Nurse is able to collect accurate data to create health history summaries for individual students. <input type="checkbox"/> Nurse uses a variety of modalities to assess and collect student health data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse makes observations, interviews, uses standard assessment tools and outside resources, paying attention to cultural, educational, environmental and psychosocial factors. <input type="checkbox"/> Nurse empowers students to be partners in the assessment process by encouraging and developing effective communication and self-advocacy skills.
Documents relevant data in a retrievable form.	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse's reports, records and documentation may be missing, late, or inaccurate, resulting in confusion and seeks help from clinical supervisor for proper use of forms and documentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse's reports, records and documentation of health data are timely and accurate and readily retrievable. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nurse's reports, records and documentation are accurate and are submitted in a timely manner and serves as a model for colleagues.

*see glossary

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SN/ASN Evaluation DRAFT

NASN Standards: Language adapted for Vermont

AOE Teacher Standards: adapted for School Nurses

INTRODUCTION

RECOMMENDATIONS

- Strength-based evaluation strategies are most effective in promoting continuous improvement efforts
- RESOURCES, CAVEATS, AND REVERENCES are at the bottom of document.

1) INSTRUCTIONS FOR THE School Nurse/Associate School Nurse (SN/ASN) user:

- Self-evaluation is required of all nursing practice (ANA & NASN (2017) and the first step in providing safe nursing interventions.
- Peer feedback from school nurse peers is recommended.
- Evidentiary examples of your work go in far-right column of the rubric below.
- Clinical school nursing competencies may be evaluated only by a licensed RN.
- Protocols: Written & evidence-based school or LEA nursing protocols provide evidence of competency. Routine nursing actions that reference written protocols on file, simplify nursing documentation.
- Highly Effective Competencies are appropriate for any SN/ASN and particularly for Designated School Nurse Leaders in LEA.

2) INSTRUCTIONS FOR THE School Administrator:

- Request self-evaluation
- Engage a licensed SN to review nursing competencies
- Review non-nursing employee competencies

3) MEASURE and EXAMPLE (found to the LEFT of each competency):

- What competency is being measured?
- How will we know the competency is effectively met?
- The EXAMPLE in first column is the foundation of each progression of SN/ASN competency.

GLOSSARY OF TERMS: [SEE *GLOSSARY at the bottom of document]

MENTORING AND SN/ASN COMPETENCY:
New SN/ASN nurses should be supervised or mentored by a qualified Vermont SN licensed by the VT Agency of Education as a Licensed School Nurse (LSN) until demonstrating Effective Competencies.

Legend


NASN Standards

AOE Teacher Standards

SN-EvaluationToolDRAFT-2021.docx
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SN/ASN Evaluation DRAFT

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1. SCOPE AND STANDARDS OF PRACTICE: Delivers School Health Services according to national and local standards and protocols. [SEE Resources (bottom of document)]

Standard/Criteria	Developing	Effective	Highly Effective	*Evidentiary Examples
<p>A) ETHICS (NASN 7): Practices ethically and as such is "... non-negotiable in any setting":</p> <p>Measure: Compliance with American Nurses Association (ANA) Code of Ethics</p>	<p>EX: SN/ASN provides evidence of practice that aligns with each Provision 1-4 (see ANA Code of Ethics in Resources below)</p>	<p>EX: And... provides evidence of practice that aligns with each 1-5</p>	<p>EX: And... provides evidence of practice that aligns with Provisions 6-9 across the LEA. Through collegial or supervisory capacities, assists other school nurses to practice in accordance with the Code.</p>	<p>*are evidenced in written communications or documented in student health record as appropriate.</p>
<p>1 B) ASSESSMENT (NASN 1):</p> <p>Measure: Pertinent data and information relative to the health of individual or groups of students. Identify gaps in data to further appropriate inquiry.</p>	<p>EX: Documentation in health record & reflects different modalities or resources. Annual student health update form is current OR Documented injury assessments align with standard RN assessment skills and follow-up.</p>	<p>EX: And... EAP (Emergency Action Plans) and IHPs (Individualized Healthcare Plan) reflect or reference current student assessment data OR Documented injury RN assessments demonstrates knowledge of normal physiology and appropriate referrals to healthcare providers & plans for class or school re-entry.</p>	<p>EX: And... EAP and IHP record keeping is consistent with the LEA system. OR Documented injury RN assessments reflects knowledge of normal physiology, appropriate referrals to healthcare providers, plans for school re-entry & long-term plans for full school participation align with written LEA protocols and Every Student Counts (see Resources below) data project.</p>	

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Conclusion

Clinical supervision and evaluation of nursing practice require nursing knowledge and skill. Evaluation of school nurse practice by school nurses is crucial to promote safe, high quality, competent care for all school children and their school communities. Quality school nursing care in every school all day will optimize student health, safety, and learning (NASN, 2016b).

<https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-supervision>

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Resources/References

- Position Statement: National Association of School Nurses. (2018). *Supervision and evaluation of the school nurse (Position Statement)*. Silver Spring, MD: Author.
- Vermont Link <https://www.healthvermont.gov/family/school>
- Connecticut State Department of Education Web site
<http://www.ct.gov/sde/cwp/view.asp?q=2678&q=320768>
- Virginia: School Nurse Evaluation: Developing a Tool That Both School Nurses and Administrators Can
Use <https://journals.sagepub.com/doi/epdf/10.1177/1942602X16684848>
- National Association of School Nurses. (2018). *Supervision and evaluation of the school nurse (Position Statement)*. Silver Spring, MD: Author.