

(Name of School Division/District)

School Nurse (Registered Nurse) Self-Evaluation Form

Employee Name:	School Year:
Position:	School:

Rating Scale: E= Exemplary P= Proficient D=Developing U=Unacceptable

Standard 1: Assessment, Diagnosis, and Outcomes Identification	E	P	D	U
1. Collects and analyzes data to identify student health needs and nursing diagnoses (for example; health forms, screening results, clinic visits) for the school population.				
2. Maintains records and evaluates student health data guided by clinical judgment and current research.				
3. Collaborates with family, faculty, and health care providers as needed to validate data.				
4. Identifies culturally appropriate short-and long-term student health outcome goals to address needs and documents outcomes as measurable goals.				
5. Serves as case manager for students with acute or chronic health needs.				
Professional evidence or example(s):				

Standard 2: Planning	E	P	D	U
1. Uses evidence-based information to develop student individualized health care plans (IHP) to achieve expected outcomes to specific interventions.				
2. Collaborates with school staff to plan strategies to promote appropriate use of school clinic.				
3. Develops plans for emergency care.				
4. Collaborates with school personnel in crisis/disaster planning.				
5. Utilizes an efficient system of documenting care appropriately.				
6. Develops plans for other school personnel to handle health situations when the licensed professional nurse is not available.				
Professional evidence or example(s):				

Standard 3: Implementation	E	P	D	U
1. Provides competent, evidence-based nursing care.				
2. Collaborates with staff to implement student IHPs.				
3. Coordinates care with student, family, faculty, and community resources.				
4. Utilizes health promotion, health education, and prevention activities to maintain and improve the health and safety of the school environment.				
5. Conducts appropriate health screening programs.				
6. Performs effectively in emergency situations.				
7. Provides consultation and communicates appropriate recommendations to students, parents, and faculty regarding health related issues.				
8. Documents interventions and activities.				
Professional evidence or example(s):				

Standard 4: Evaluation	E	P	D	U
1. Examines effectiveness of the strategies utilized in student IHPs to determine if outcomes were met.				
2. Revises student's plan of care as appropriate.				
3. Examines effectiveness of health promotion, education, and prevention activities with the school population.				
4. Utilizes data collected from student outcomes and school outcomes to promote school health programs that support student learning and healthy development.				
5. Documents results of evaluation by appropriate summary and/or annual reports.				
Professional evidence or example(s):				

Standard 5: Professionalism	E	P	D	U
1. Demonstrates professionalism in behaviors, time management, dependability, resource utilization, and ethical practice.				
2. Participates in professional development/continuing education as a lifelong learner.				
3. Communicates effectively with students, faculty, staff, parents, and community.				
4. Provides leadership in the provision of health care to meet health and educational goals.				
Professional evidence or example(s):				

School Nurse Year End Learning Accomplishments:

Overall Evaluation Summary and Rating Earned

- ☐ **Exemplary**
- ☐ **Proficient**
- ☐ **Developing**
- ☐ **Unacceptable**
- ☐ **Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, or two or more standards are *Developing*).**

School Nurse Administrator/Peer Reviewer (Registered Nurse) Comments:

Site Administrator (Non-Nurse) Comments:

Commendations:

Areas Noted for Improvement:

School Nurse Improvement Goals:

School Nurse's Name

School Nurse Signature

School Nurse Administrator/Peer Reviewer's Name

School Nurse Administrator/Peer Reviewer Signature

Non-nurse Site Administrator's Name

Non-nurse Site Administrator Signature

Copies to Human Resources/Personnel; Non-nurse Site Administrator; School Nurse Administrator; School Nurse

School Nurse Self-Evaluation Form Instructions

“School nursing is a specialized practice of professional nursing that advances the well-being, academic success and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy, and learning” (NASN, 2010). School nurses practice the “art” and “science” of nursing within an educational setting. “The professional school nurse can provide valuable, needed services to students if he or she has core skills and knowledge, mastery of competencies, and is supported by a supervisor who offers guidance, encourages professional development and provides evaluation” (Connecticut, 2009, p. 25). School nurses are guided in their professional practice by their state nurse practice act, state licensure, and the scope and standards of school nursing practice. While the scope of practice reflects the nursing process, the standards of school nursing practice define the competent level of professional performance expected of school nurses. The National Association of School Nurses (NASN) position statement, *School Nurse Supervision/Evaluation* (June 2008), affirms “. . . evaluation of school nurses based upon standards of professional school nursing practice is essential. . . evaluations should be formalized and occur at regular intervals to assess both the professional and the program development of the school nurse.”

To promote best practice, it is recommended that the school nurse evaluation process include the school nurse, the school nurse administrator, and the non-nurse site administrator. Professional practice evaluation is included in the standards of school nursing practice, “The school nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations” (ANA & NASN, 2011, p. 64). It is important for the school nurse to participate in an annual evaluation to document competency in practice and attainment of professional goals. The school nurse administrator provides clinical supervision and evaluation of school nurse practice “based on knowledge of the laws, regulations and rules governing nursing practice, nursing practice standards, and nursing performance standards” (NASSNC, February 2007). In the absence of a school nurse administrator, the school nurse can contract with a school nurse administrator or a school nurse peer in a neighboring school division to complete the nursing components of the evaluation. The non-nurse site administrator provides supervision and evaluation of the school nurse’s adherence to “school policy and state and federal regulations, and the day-to-day non-clinical duties” (NASSNC, February 2007).

The School Nurse (Registered Nurse) Self-Evaluation Form is comprised of five standards encompassing the fourteen standards of practice and professional performance for school nursing (ANA & NASN, 2011). Each standard contains performance indicators that the school nurse should utilize to demonstrate competence in completing the job responsibilities. The school nurse will provide written documentation in support of the performance indicators within each standard in the “Professional evidence or example” box. McDaniel, Overman, Guttu, and Engelke (2013) state, “Throughout the school year, the school nurse gathers data (referred to as sample evidence. . .) to support their performance. It is important to note these pieces of evidence are by-products of their daily work, not additional documents created for the sake of evaluation.” The rating scale is used to indicate to which degree the school nurse is meeting the

performance indicators within each standard. The definitions in Figure 1.1 offer descriptions of the terms used in the rating scale.

Figure 1.1: *Definitions of Terms Used in Rating Scale*

Category	Description
Exemplary	The school nurse provides written evidence or example(s) demonstrating practice for every performance indicator within each standard, and reaches beyond the school to the broader community.
Proficient	The school nurse provides written evidence or example(s) demonstrating practice for most performance indicators within each standard at the assigned school(s).
Developing	The school nurse does not provide written evidence or example(s) demonstrating practice for most performance indicators within each standard at the assigned school(s).
Unacceptable	The school nurse does not provide written evidence or example(s) demonstrating practice for any performance indicators within each standard at the assigned school(s).

The school nurse will complete the *School Nurse Year End Learning Accomplishments* section summarizing accomplishments related to the employee work plan goals set at the beginning of the school year. The school nurse administrator and the non-nurse site administrator will complete the *Overall Evaluation Summary and Rating Earned* and *Commendations* sections and provide comments as appropriate. *Areas Noted for Improvement* and *School Nurse Improvement Goals* sections will be completed by the school nurse administrator and non-nurse site administrator, with input from the school nurse, if placement on a Performance Improvement Plan is recommended.

The completed School Nurse (Registered Nurse) Self-Evaluation Form will be signed and dated by the school nurse, school nurse administrator/peer reviewer, and non-nurse site administrator. Copies of the evaluation will be provided to human resources/personnel, principal/non-nurse site administrator, school nurse administrator, and the school nurse.

References

- American Nurses Association and National Association of School Nurses. (2011). *School nursing: scope and standards of practice* (2nd ed.). Silver Spring, MD: Nursebooks.org.
- Botetourt County Public Schools. (2005). *School nurse evaluation form*. Fincastle, VA: Author.
- Connecticut State Department of Education. (2009). *Competency in school nurse practice*. Middleton, CT: Author.
- McDaniel, K. H., Overman, M., Guttu, M. G., & Engelke, M. K. (2013). School nurse evaluations: making the process meaningful and motivational. *Journal of School Nursing*, 29, 19-30.
- National Association of School Nurses (NASN). (2008). *School nurse supervision/evaluation*. [Position Statement]. Retrieved November 2, 2012, from <http://nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/51/Supervision-Evaluation-School-Nurse-Revised-2008>
- National Association of School Nurses (NASN). (2010). *Definition of School Nursing*. Retrieved February 1, 2013, from <http://www.nasn.org/RoleCareer>.
- National Association of State School Nurse Consultants (NASSNC). (2007). *Clinical supervision of school nurses*. [Position Statement]. Retrieved November 1, 2012, from <http://www.nassnc.org/files/pdf/ClinicalSupervisionofSchoolNurses.pdf>
- Prince William County Public Schools. (2006). *School nurse evaluation*. Manassas, VA: Author.
- Selekman, J. (2006). *School nursing: a comprehensive text*. Philadelphia, PA: F.A. Davis Company.