

# Utah School Nurse Competencies Evaluation Tool

<b>Nurse Name</b>	<b>Evaluator Name</b>
<b>Observation Date/Period</b>	<b>District</b>

**Purpose:** This evaluation tool is designed to assist school nurses in identifying areas in their practice where they have strengths, and areas where improvement can be made. An overall goal of the tool is to raise the standard of school nursing practice in Utah.

**Directions:** Complete this tool independently, and then review with your nursing supervisor to review school nurse practice. Each section of the tool is to be reviewed, scored, and discussed. The tool provides an opportunity for school nurse to self-evaluate their practice, and set goals for improvement.

This tool should be completed in its entirety. In following years it should be reviewed annually to determine on-going competencies in each of the area. These competencies are taken from the Framework of the 21<sup>st</sup> Century School Nursing Practice™ and the newly revised scope and Standards of school Nursing Practice (2017).

Registered nurses should only be evaluated by a registered nurse knowledgeable of the scope and standards of school nursing practice (NASN, 2013). Non-nursing supervisors cannot evaluate nursing practice.

**Instructions:** Please complete sections 2-6 beginning on page 3. Total each section and enter into #7 on the last page. The school nurse should complete a goal in each area.

## Levels of Performance

Listed below are the descriptions of each level of proficiency in school nursing. It would be unusual for many to fall in the **Exemplary** category. Most nurses will fall in the **Proficient** category.

**Below Standard:** Does not understand the level of care needed in the school setting, does not make contributions to the school setting.

**Developing:** Understands the level of care needed in the school setting, makes contributions to the school setting, has beginning resources to turn to.

**Proficient:** Provides appropriate individualized and population care in the school setting, contributes to the school setting and school nurse profession, is prepared for events that may occur, relies on previous school experiences.

**Exemplary:** Provides extraordinary individualized/population-based care even in the most complex situations, has contributed to the school setting, as well as to the broader school nurse/health profession based on data and research, sets or completes high professional development goals.

- Standards of School Nursing Practice according to the Framework of the 21<sup>st</sup> Century School Nursing Practice™. Principles include Standards of Practice, Leadership, Quality Improvement, Community and Public Health, and Care Coordination.

STANDARDS OF PRACTICE	LEADERSHIP	QUALITY IMPROVEMENT	COMMUNITY & PUBLIC HEALTH	CARE COORDINATION
<p><b>Standard 1: Assessment</b> <i>The school nurse collects pertinent data and information relative to the student and community's health or the situation.</i></p> <p><b>Standard 2: Diagnosis</b> <i>The school nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.</i></p> <p><b>Standard 3: Outcomes Identification</b> <i>The school nurse identifies expected outcomes for a plan individualized to the student or the situation.</i></p> <p><b>Standard 4: Planning</b> <i>The school nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.</i></p> <p><b>Standard 5: Implementation</b> <i>The school nurse implements the identified plan.</i></p> <p><b>Standard 6: Evaluation</b> <i>The school nurse evaluates progress towards attainment of goals and outcomes.</i></p> <p><b>Standard 7: Ethics</b> <i>The school nurse practices ethically.</i></p>	<p><b>Standard 11: Leadership</b> <i>The school nurse leads within the professional practice setting and the profession.</i></p> <p><b>Standard 12: Education</b> <i>The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.</i></p> <p><b>Standard 15: Professional Practice evaluation</b> <i>The school nurse evaluates one's own and others' nursing practice.</i></p>	<p><b>Standard 13: Evidence-Based Practice and Research</b> <i>The school nurse integrates evidence and research findings into practice.</i></p> <p><b>Standard 14: Quality of Practice</b> <i>The school nurse contributes to quality nursing practice.</i></p> <p><b>Standard 16: Resource Utilization</b> <i>The school nurse utilized appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible.</i></p>	<p><b>Standard 5B: Health Teaching and Health Promotion</b> <i>The school nurse employs strategies to promote health and a safe environment.</i></p> <p><b>Standard 8: Culturally Congruent Practice</b> <i>The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles.</i></p> <p><b>Standard 17: Environmental Health</b> <i>The school nurse practices in an environmentally safe and healthy manner.</i></p>	<p><b>Standard 5A: Coordination of Care</b> <i>The school nurse coordinates care delivery.</i></p> <p><b>Standard 9: Communication</b> <i>The school nurse communicates effectively in all areas of practice.</i></p> <p><b>Standard 10: Collaboration</b> <i>The school nurse collaborates with key stakeholders in the conduct of nursing practice.</i></p> <p><b>Standard 18: Program Management</b> <i>The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health, and learning outcomes.</i></p>

2. Standards of Practice: Score the school nurse on each standard, then total this section. Move the totals to #7 on page 6.

STANDARDS OF PRACTICE	Exemplary (3)	Proficient (2)	Developing (1)	Below Standard (0)	Score
<b>Standard 1: Assessment</b> <i>The school nurse collects pertinent data and information relative to the student and community's health or the situation.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 2: Diagnosis</b> <i>The school nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 3: Outcomes Identification</b> <i>The school nurse identifies expected outcomes for a plan individualized to the student or the situation.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 4: Planning</b> <i>The school nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 5: Implementation</b> <i>The school nurse implements the identified plan.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 6: Evaluation</b> <i>The school nurse evaluates progress towards attainment of goals and outcomes.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 7: Ethics</b> <i>The school nurse practices ethically.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>STANDARDS OF PRACTICE Subtotal</b>					/21

3. Leadership: Score the school nurse on each standard, then total this section. Move the totals to #7 on page 6.

LEADERSHIP	Exemplary (3)	Proficient (2)	Developing (1)	Below Standard (0)	Score
<b>Standard 11: Leadership</b> <i>The school nurse leads within the professional practice setting and the profession.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 12: Education</b> <i>The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 15: Professional Practice evaluation</b> <i>The school nurse evaluates one's own and others' nursing practice.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>LEADERSHIP Subtotal</b>					/ 9

4. Quality Improvement: Score the school nurse on each standard, then total this section. Move the totals to #7 on page 6.

QUALITY IMPROVEMENT	Exemplary (3)	Proficient (2)	Developing (1)	Below Standard (0)	Score
<b>Standard 13: Evidence-Based Practice and Research</b> <i>The school nurse integrates evidence and research findings into practice.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 14: Quality of Practice</b> <i>The school nurse contributes to quality nursing practice.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 16: Resource Utilization</b> <i>The school nurse utilized appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible.</i>	Consistently	Usually performs competently	Demonstrates limited competency	Does not demonstrate competency	
<b>QUALITY IMPROVEMENT Subtotal</b>					/ 9

5. Community & Public Health: Score the school nurse on each standard, then total this section. Move the totals to #7 on page 6.

COMMUNITY & PUBLIC HEALTH	Exemplary (3)	Proficient (2)	Developing (1)	Below Standard (0)	Score
<b>Standard 5B: Health Teaching and Health Promotion</b> <i>The school nurse employs strategies to promote health and a safe environment.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 8: Culturally Congruent Practice</b> <i>The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 17: Environmental Health</b> <i>The school nurse practices in an environmentally safe and healthy manner.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>COMMUNITY &amp; PUBLIC HEALTH Subtotal</b>					/ 9

6. Care Coordination: Score the school nurse on each standard, then total this section. Move the totals to #7 on page 6.

CARE COORDINATION	Exemplary (3)	Proficient (2)	Developing (1)	Below Standard (0)	Score
<b>Standard 5A: Coordination of Care</b> <i>The school nurse coordinates care delivery.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 9: Communication</b> <i>The school nurse communicates effectively in all areas of practice.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 10: Collaboration</b> <i>The school nurse collaborates with key stakeholders in the conduct of nursing practice.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>Standard 18: Program Management</b> <i>The school nurse directs the health services program within the school and community that includes evidence-based practice and accountability measures for quality, student health, and learning outcomes.</i>	Consistently	Usually performs competently.	Demonstrates limited competency	Does not demonstrate competency	
<b>CARE COORDINATION Subtotal</b>					/ 12

## 7. Framework Scoring

FRAMEWORK PRINCIPLES	Subtotal Score	Subtotal	%	Compare each principle percentage to determine individual strengths and weaknesses.
STANDARDS OF PRACTICE		Subtotal divided by 21 = %		
LEADERSHIP		Subtotal divided by 9 = %		
QUALITY IMPROVEMENT		Subtotal divided by 9 = %		
COMMUNITY & PUBLIC HEALTH		Subtotal divided by 9 = %		
CARE COORDINATION		Subtotal divided by 12 = %		
TOTAL		Divided by 60 = %		
<b>Overall Performance Rating</b> It would be unusual for many to fall in the 'Exemplary' (or over 90%) category. Most nurses would fall in the 'Proficient' category.				
<input type="checkbox"/> Exemplary (90%+)	<input type="checkbox"/> Proficient (66-89%)	<input type="checkbox"/> Developing (51-65%)	<input type="checkbox"/> Below Standard (50% or lower)	
Comments:				

School Nurse Improvement Goals			
Standards of Practice Goal			
Leadership Goal			
Quality Improvement Goal			
Community & Public Health Goal			
Care Coordination Goal			
Signature of Evaluator		Date Completed	
Signature of Nurse		Date Reviewed	

### References

American Nurses Association and National Association of School Nurses (2017). *School Nursing: Scope and Standards of Practice*, 3<sup>rd</sup> Edition. Silver Spring, MD: ANA & NASN.

National Association of School Nurses. (2013). *Supervision and evaluation of the school nurse* (Position Statement). Silver Spring, MD: Author.

National Association of School Nurses. (2016). Framework for 21st century school nursing practice. *NASN School Nurse*, 31(1), 45-53.