

evaluation process. It allows the individual nurse to evaluate their performance against specific standards, goals and objectives.

The self-evaluation should be completed at the beginning of the school year and updated throughout the year. Reflecting on one's own school nursing practice assists with evaluating the school nurse's accomplishments and aides in goal identification and development of clinical skills and school nursing leadership.

A self-evaluation tool that aligns with school nursing standards and competencies allows the school nurse to assess their performance and identify goals that increase professional development and quality of health services provided. The self-evaluation tool should be completed by the school nurse and reviewed by the nurse supervisor.

### ***Evaluation Tools***

Evaluation processes and tools should reflect the roles and responsibilities of school nursing practice and include goals for professional growth and development. School districts are responsible and accountable for providing an environment that supports and promotes competent school nursing practice. The NASN recommends that evaluation and performance appraisal tools include:

- 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; and
- Performance review at least annually, or sooner if indicated, within a continuous quality improvement context.

Using an evaluation tool that reflects the standards allows nurses to understand the standards, become directly accountable for meeting them and increases the visibility of school nurses.

### ***School Nursing Scope and Standards***

The scope and standards of school nursing practice provide a mechanism of accountability of the specialty to the public. The scope is the components of practice a nurse may undertake. It describes the who, what, where, when, how, and why of the specialty practice. The standards are the professional expectations that guide the practice of school nursing. Used as a framework, the scope and standards of school nursing practice describe the core of the specialty. School nursing is a specialty of nursing-encompassing a broad range of nursing responsibilities and settings. The depth in which an individual school nurse engages in the

total scope of school nursing practice depends on the nurse’s education, licensure, experience, role, work environment and workload, and the student population served.

The Standards of Professional Performance for School Nursing are statements of the duties that all school nurses are expected to perform competently. School nurses are responsible for their professional actions to themselves, their students, families, and school communities.

Standards of Professional Performance for School Nursing that are directly correlated with school nursing evaluation are outlined below. Non-nurse school administrators can provide input on school nursing standards that have nonclinical components. This might include cultural competency, ethics, communication and collaboration.

<p><b>Standard 14</b> <b>Quality of Practice</b></p>	<p>The school nurse contributes to quality nursing practice.</p>	<ul style="list-style-type: none"> <li>• Related competencies:</li> <li>• Participates in quality improvement initiatives.</li> <li>• Engages in formal and informal peer review processes.</li> <li>• Collaborates with the interprofessional team to implement improvement plans and interventions.</li> <li>• Incorporates evidence into school nursing practice to improve outcomes.</li> </ul>
<p><b>Standard 15</b> <b>Professional Practice Evaluation</b></p>	<p>The school nurse evaluates one’s own and other’s nursing practice.</p>	<ul style="list-style-type: none"> <li>• Related competencies:</li> <li>• Engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial.</li> <li>• Uses organizational policies and procedures to guide professional practice, including use of accepted tools in self-evaluation and peer evaluation.</li> <li>• Provides evidence for practice decisions and</li> </ul>

		<p>actions as part of the formal and informal evaluation processes.</p> <ul style="list-style-type: none"> <li>• Seeks formal and informal feedback regarding one's own practice from students and families, peers, colleagues, supervisors, and others.</li> <li>• Provides peers and other with formal and informal constructive feedback regarding their practice or role performance.</li> <li>• Takes action to achieve goals identified during the evaluation process.</li> </ul>
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***Framework for 21st Century School Nursing Practice***

The Framework for 21st Century School Nursing Practice reflects current school nursing practice. The framework can provide a structure for school nursing evaluation in conjunction with using the School Nursing: Scope and Standards of Practice (4<sup>th</sup> ed.). This allows school nurses and school nurse evaluators to gain an understanding of school nursing practice and foster a meaningful evaluation experience. School Nursing Standards can be used to evaluate the clinical practice of school nurses by nurse and non-nurse evaluations. School nurses can also use the Scope and Standards to self-reflect on their nursing practice.

The framework depicts the ways student health is supported through the specialty practice of school nursing and contains overlapping nonhierarchical principles of care coordination, leadership, quality improvement, and community/public health, which are all surrounded by the principle of standards of practice. The framework also includes the important concepts of professionalism, continuous quality improvement and performance appraisal.

The principle of quality improvement describes an ongoing process that builds the critical evidence base to guide school nursing practice. Practice components involve continuous quality improvement, documentation/data collection, evaluation, meaningful health and academic outcomes, performance appraisal, research, and uniform data set (ANA, NASN, 2017).

***Evaluation of the School Health Services Program***

Although this document is intended to help school districts and schools with the school nurse evaluation process, it is important to also discuss evaluating the impact of the school health services program on student health and educational outcomes and that evaluation of the school health services program demonstrates the quantifiable impact of school health services.

Data and measurement demonstrate how a school health program and school nurses contribute to the academic success of students. Educational and health outcomes can be examined, such as nurse staffing, students with chronic health conditions, health office visits, the number of students receiving special healthcare procedures, the number of student visits to the school nurse for chronic, acute, or periodic conditions, injuries, etc.

The TDOE surveys public and accredited nonpublic schools annually to comply with Tenn. Code Ann. 49-50-1602(a)(4) and to assess the scope of school health services provided to Tennessee school students. Many data outcomes are captured in the annual school health services report and districts are encouraged to examine their data outcomes locally to evaluate the school health services program at a local level. Evaluation of the school health services program can be beneficial to adoption or changes local policy and/or procedure, advocating for nursing staff, sharing monthly outcome reports with non-nurse administrators, etc. Districts may also choose to collect data outcomes above and beyond what is captured on the annual health services survey.

## Example Tools and Resources

Various evaluation tools and processes can be used, such as one evaluator, multiple evaluators, and peer reviews. Evaluation tools are not meant to be punitive. The experience of the nurse and scope of practice should be considered, and the developmental stage of the nurse should be taken into account. The goal is to foster a culture of continuous learning, focused on student safety and best practice, and to provide feedback that is continuous, timely and routine.

The following resources can be used and/or adapted by school districts as part of a school nurse evaluation process.

### The Framework with Standards<sup>1</sup>

Principle	
<b>Standards of Practice</b>	
Standard 7	The school nurse practices ethically.
Standard 13	The school nurse integrates evidence and research findings into practice.
<b>Care Coordination</b>	
Standard 1	The school nurse collects pertinent data and information relative to the student and community's health or situation.
Standard 2	The school nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.
Standard 3	The school nurse identifies expected outcomes for a plan individualized to the student or the situation.
Standard 4	The school nurse develops a plan that prescribes strategies to attain expected measurable outcomes.
Standard 5	The school nurse implements the student-centered identified plan.
Standard 5a	The school nurse coordinates care delivery.
Standard 9	The school nurse communicates effectively in all areas of practice.
Standard 10	The school nurse collaborates with key stakeholders in the conduct of nursing practice.
<b>Leadership</b>	
Standard 11	The school nurse leads within the professional practice setting and the profession.
Standard 12	The school nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.
Standard 16	The school nurse utilizes appropriate resources to plan, provide and sustain evidence-based nursing services that are safe, effective and fiscally responsible.
Standard 18	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.
<b>Quality Improvement</b>	

<sup>1</sup> Adapted from, A New Framework for School Nurse Self-Reflection and Evaluation, 2020.

Standard 6 - Standard 14 Standard 15	The school nurse evaluates progress toward attainment of goals and outcomes. The school nurse contributes to the quality of nursing practice. The school nurse evaluates one's own and others' nursing practice.
<b>Community/Public Health</b>	
Standard 5b Standard 8	The school nurse employs strategies to promote health and a safe environment. The school nurse practices in a manner that is congruent with cultural diversity and inclusion principles.
Standard 17	The school nurse practices in an environmentally safe and healthy manner.

### Example Definitions of Evaluation Criteria Rating Scale<sup>1</sup>

Criteria for each competency group consists of unsatisfactory, emerging, proficient, and exemplary.

Category	Description
<b>Exemplary</b>	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.
<b>Proficient</b>	The school nurse provides written evidence or example(s) demonstrating practice for most performance indicators within each standard at the assigned school(s).
<b>Developing</b>	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).
<b>Unacceptable</b>	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).