

School Nurse Self-Evaluation

Instructions: This tool provides an opportunity for the school nurse to self-evaluate their practice and set goals for continued learning and improvement. This tool should be reviewed annually to evaluate competence and ongoing learning needs.

Standards/Competencies	Needs Improvement (NI)	Meets Expectations (ME)	Exceeds Expectations (EE)	Not Applicable (NA)
Assessment- The school nurse collects pertinent data and information relative to the student, family, group, school community, or population.	NI	ME	EE	NA
Conducts a focused assessment, prioritizing the immediate reason for the student's visit to health room/nurse's office.				
Utilizes several sources of data (i.e. student's words, observation, physical assessment, healthcare provider, teacher, parents/family, student, whole child exam, if needed) to assess student concern.				
When appropriate, uses evidence-based tools (i.e. depression screening, food insecurity) when collecting data.				
When appropriate (i.e. Individualized Health Care Plan (IHCP) development), obtains a health history and conducts a whole child assessment (i.e. cultural, developmental, social/home/family, behavior assessment, physical assessment, safety needs, level of risk).				
Demonstrates appropriate assessment skills of an emergency health situation in the school setting by administering, instructing and/or delegating to others first aid emergency care.				
Validates data with student/parent or interprofessional team.				
Documents data accurately and, in accordance with federal, state, and district privacy regulations, in a manner accessible to the interprofessional team.				
Diagnosis- The school nurse analyzes assessment data of the student, family, group, school community, or population to describe actual or potential diagnoses.	NI	ME	EE	NA

Utilizes assessment data to identify nursing diagnosis in a timely manner.				
Synthesizes assessment data to identify concerns related to health and academics.				
Identifies gaps, and actual or potential risks or barriers to student health and safety.				
Outcome Identification- The school nurse articulates measurable expected outcomes for a plan individualized to the student, family, group, school community, or population.	NI	ME	EE	NA
Engages student, family, and interprofessional team (when appropriate) in developing outcomes.				
Develops outcomes and goals that are specific, measurable, attainable, realistic, time limited, inclusive, and equitable (SMARTIE).				
Develops outcomes that reflect the student and family's culture, values, and ethical concerns.				
Modifies expected outcomes in response to a change in the student's health/wellness status.				
Planning- The school nurse develops a collaborative course of action that prescribes strategies to attain expected, measurable outcomes that address the student, family, group, school community, or population.	NI	ME	EE	NA
Utilizes the nursing process when developing individualized health care plans and emergency plans.				
Develops a holistic, evidence-based, individualized health care plan that is directly linked back to the outcomes.				
Incorporates student health care plans (including Individualized Health Care Plans (IHCP) and Emergency Action Plans (EAP)) into the student's educational day and school-sponsored activities.				
Engages the student, family/guardians, and others, including school staff, health care providers, and community resources, in the development of the plan, as appropriate.				
Develops plans for school personnel to follow when the school nurse is not available.				
Implementation- The school nurse executes an agreed upon plan/intervention for student, family, group, school community, or population.	NI	ME	EE	NA
Delegates according to the five rights of delegation (circumstance, person, task, direction/communication, supervision/evaluation) and according to the health, safety, and welfare of the student while maintaining accountability for the care.				
Provides referrals to community providers and resources, as needed.				
Uses innovation and creativity to enhance school nursing practice and environment.				

Develops professional therapeutic relationships with students promoting developmentally appropriate independence.				
Trains designated staff on use of the emergency action plan and administration of emergency medications (e.g., inhalers, epinephrine auto-injectors, glucagon, emergency seizure medications).				
Provides clear directions to students and parents/guardians, as appropriate.				
Understands and follows applicable local, state, and federal regulations, statutes, policies, guidelines, and procedures in planning and coordinating student and staff health services.				
Coordination of Care- The school nurse aligns care for student, family, group, school community, or population.	NI	ME	EE	NA
Coordinates creation and implementation of plan(s).				
Collaborates with student, family/guardians, other school staff, health care provider(s), and community resources to implement plan of care.				
Manages a student's care and promotes developmentally appropriate independence to reach mutually agreed upon student-centered outcomes.				
Incorporates the individualized health care plan into the student's educational day and school-sponsored activities.				
Health Teaching and Health Promotion- The school nurse employs strategies to improve the health and safety of students, family, group, school community, or population.	NI	ME	EE	NA
Engages health promotion/health teaching considering the student and school communities' values, beliefs, health practices, developmental level, learning needs, readiness to learn, language preference, spirituality, culture, and socioeconomic status.				
Evaluation- The school nurse systematically appraises progress towards attainment of student and school population goals and outcomes.	NI	ME	EE	NA
Reviews IHCPs at least annually or when there is a significant change in the student's health status or medical treatment.				
Identifies home and family factors that may be impacting family's ability to follow up on referrals and develops plan to address the factors, as appropriate.				
Regularly reviews health room visit data for trends related to types of visits or concerns broken down by groups (i.e., low income, homeless, race/ethnicity, LGBTQ+).				

Ethics- The school nurse integrates ethics in all aspects of practice.	NI	ME	EE	NA
Demonstrates commitment to self-reflection, self-care, and ethical competence through continued person and professional development.				
Promotes student and family engagement in informed and shared decision-making and self-determination.				
Safeguards the privacy and confidentiality of students, their data and information within ethical, legal, and regulatory parameters (i.e., Family Educational Rights and Privacy Act [FERPA] and Health Insurance Portability and Accountability Act [HIPAA]).				
Maintains therapeutic relationships and professional boundaries.				
Advocacy- The school nurse demonstrates advocacy in all roles and settings.	NI	ME	EE	NA
Assists students and families with obtaining skills for self-advocacy.				
Advocates for student and school population health and safety: in policies, actions, appropriate staffing models, and removing individual and systemic barriers.				
Embraces diversity, equity, inclusivity, health promotion, and health care for students and families of varied geographic, educational, cultural, ethnic, racial, gender, and spiritual backgrounds.				
Respectful and Equitable Practice- The school nurse practices with cultural humility and inclusiveness.	NI	ME	EE	NA
Inventories one's own values, beliefs, cultural heritage, implicit biases, and emotional intelligence.				
Delivers inclusive care in a manner that preserves and protects student autonomy, dignity, and rights.				
Demonstrates respect, equity, justice, cultural humility, and empathy in actions and interactions with all students, families, and the school community.				
Communicates with appropriate language and behaviors, including the use of professional and competent adult interpreters and translators in accordance with the student's and family's health care preferences and state and local regulations.				
Advocates for policies, procedures, programs, services, and practices that promote health, prevent harm, and improve equitable access to care for culturally diverse students and families.				
Communication- The school nurse effectively conveys information in all areas of practice.	NI	ME	EE	NA
Uses communication styles and methods that demonstrate professionalism, caring, respect, empathy, cultural humility, sensitivity, active listening, authenticity, and trust.				

Communicates effectively both orally and in writing with students, faculty, parents, health care providers, and community partners.				
Confirms that the recipient of the communication heard and understands the message.				
Communicates with families/guardians to provide advance notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.				
Maintains communication with the interprofessional team and others to facilitate safe transitions and continuity in care delivery.				
Communicates to appropriate authority regarding concerns, decisions, potential/actual hazards, errors in care, or practice deviations.				
Communicates student and school community outcomes and the school health program to the community administrators, and the school board and key stakeholders.				
Collaboration- The school nurse collaborates with students, families, and key stakeholders.	NI	ME	EE	NA
Collaborates with other school professionals, parents, and caregivers to create, implement, and evaluate a plan of care to meet the health, developmental and educational needs of students.				
Collaborates with members of the community; utilizes community resources to meet student needs and functions as a school-community liaison.				
Collaborates with school staff to promote appropriate use of the school health room.				
Leadership- The school nurse leads within their professional practice setting and the profession.	NI	ME	EE	NA
Accepts authority, ownership, accountability, and responsibility for the quality of school health services.				
Participates on school committees, councils, and administrative teams.				
Directs the school health services program within the school district.				
Education- The school nurse seeks knowledge and competence that reflects current nursing practice and promotes innovative, anticipatory thinking.	NI	ME	EE	NA
Seeks out learning experiences to maintain and advance knowledge, skills, and abilities.				
Incorporates new knowledge to initiate changes to school nursing practice.				

Scholarly Inquiry- The school nurse integrates scholarship, evidence, and research findings into practice.	NI	ME	EE	NA
Integrates evidence-based practices and guidelines into school nurse practice.				
Participates in data collection at the local, state, and national level.				
Quality of Practice- The school nurse contributes to quality nursing practice.	NI	ME	EE	NA
Reviews school district policies, procedures, and protocols to ensure they reflect current practice and are up to date.				
Utilizes best practice standards to guide school nurse practice.				
Engages in nursing practice that is safe, effective, efficient, equitable, timely, and student-centered (STEEP).				
Identifies barriers to and opportunities for improvement of health care safety, effectiveness, efficiency, equity, timeliness, and student centeredness.				
Professional Practice Evaluation- The school nurse appraises one's own and others' school nursing practice.	NI	ME	EE	NA
Engages in self-reflection and self-evaluation of nursing practice on regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial.				
Ensures that nursing practice is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations.				
Resource Stewardship- The school nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.	NI	ME	EE	NA
Maintains equipment in working order and easily located.				
Assesses student care needs and available resources to achieve desired outcomes.				
Partners with the student, family, and community in identifying and securing appropriate services to address students' needs.				
Environmental Health- The school nurse practices in a manner that advances environmental safety, justice, and health.	NI	ME	EE	NA
Assesses the school and community to identify environmental determinants of health and the impact on student health and education.				
Addresses environmental health risks for students and the school community through mitigation, advocacy, and education.				

Evaluation of Previous Professional Growth Plan

Instructions: List the [SMART goals](#) identified on previous performance evaluation and indicate whether the goal was met, partially met, or not met, providing comments, as needed.

SMART Goal	Review	Comments
	<input type="checkbox"/> Met Goal <input type="checkbox"/> Partially Met Goal <input type="checkbox"/> Did Not Meet Goal	
	<input type="checkbox"/> Met Goal <input type="checkbox"/> Partially Met Goal <input type="checkbox"/> Did Not Meet Goal	
	<input type="checkbox"/> Met Goal <input type="checkbox"/> Partially Met Goal <input type="checkbox"/> Did Not Meet Goal	

Evaluation Summary and Professional Growth Plan

Instructions: For standards/competencies rated as strengths, document the relevant evidence. For competencies rated as needs improvement or meets expectations, develop a SMART (Specific, Measurable, Achievable, Realistic, and Timely) goal. These goals should be used to develop a professional growth plan that will be reviewed during the next performance evaluation.

Competency	Exceeds Expectations (Document the accompanying evidence for each competency that Exceeds Expectations.)	Needs Improvement (Develop a SMART goal for each competency evaluated as Needs Improvement.)

References:

Richland School District Two. (2022). *Richland school district two school nurse evaluation (revised spring 2022)*.

Center for School Health Innovation & Quality. (2024). *Competencies when screening activities in schools*. Available at: <https://phaboard.org/initiatives/center-for-school-health-innovation-quality/advancing-school-nursing-practice/>

Center for School Health Innovation & Quality. (2024). *Nursing competencies: Individualized care plans/students with chronic condition*. Available at: <https://phaboard.org/initiatives/center-for-school-health-innovation-quality/advancing-school-nursing-practice/>

Center for School Health Innovation & Quality. (2024). *Nursing competencies: Student health office visits for acute issue*. Available at: <https://phaboard.org/initiatives/center-for-school-health-innovation-quality/advancing-school-nursing-practice/>

Center for School Health Innovation & Quality. (2024). *School nurse competencies based on NASN's Scope & Standards of School Nursing Practice (2022)*. Available at: <https://phaboard.org/initiatives/center-for-school-health-innovation-quality/advancing-school-nursing-practice/>

National Association of School Nurses (2022). *School nursing: Scope and standards of practice*, 4th Edition. Silver Spring, MD: NASN.