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# Maine School Nurse Evaluation

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May 2013

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Maine Association of School Nurses in  
collaboration with Maine Department of  
Education

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This tool was developed to assist Maine School Districts and Maine school nurses in the important process of self, peer, and supervisory evaluation. A committee of the Maine Association of School Nurses in collaboration with the Maine Department of Education worked to create a tool based on School Nursing: Scope and Standards of Practice, 2<sup>nd</sup> Edition.\*

Our appreciation goes to the following committee members whose goal was to make this a user friendly document for Maine school nurses in a variety of practice settings, most of whom do not have a nursing supervisor to mentor, encourage, and evaluate their competence.

Susan Accardi  
Marla Blake  
Nancy Boucher  
Nancy Dube  
Susan Dunn  
Kendra Drinkwater  
Marcia Mullen  
Brenda White

\* “Competence in nursing practice must first be evaluated by each school nurse using a self-evaluation process. The nurse colleagues and nurses in the role of supervisor, coach, mentor, or preceptor can assess the competence of the school nurse. In addition, other aspects of performance not exclusive to the practice of nursing (e.g., interpersonal and communication skills, team collaboration and networking, and classroom teaching) may be evaluated by professional colleagues, administrators, and others. Evaluation should then guide future professional development”. (School Nursing: Scope and Standards of Practice, 2<sup>nd</sup> Edition, p. 16)

# School Nurse Supervision and Evaluation

## \_\_\_\_\_ School District

School Nurse \_\_\_\_\_ School \_\_\_\_\_

Date Reviewed by nurse \_\_\_\_\_ Reviewed by peer \_\_\_\_\_ Reviewed by supervisor \_\_\_\_\_

Self/Peer/Nursing Supervisor Review				Standards of Practice for School Nursing
NI	D	E	Ex	<i>Needs Improvement (NI) Developing (D) Effective (E) Exemplary (Ex)</i>
				<b>Standard 1. Assessment</b> –The school nurse collects comprehensive data pertinent to the healthcare consumer’s health and/or the situation.
				<b>Standard 2. Diagnosis</b> –The school nurse analyzes the assessment data to determine the diagnoses or issues.
				<b>Standard 3. Outcomes Identification</b> –The school nurse identifies expected outcomes for a plan individualized to the health care consumer or the situation.
				<b>Standard 4. Planning</b> –The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
				<b>Standard 5. Implementation</b> –The school nurse implements the identified plan.
				<b>Standard 5A. Coordination of Care</b> – The school nurse coordinates care delivery.
				<b>Standard 5B. Health Teaching and Health Promotion</b> –The school nurse uses strategies to promote a healthy and safe environment, especially regarding health education.
				<b>Standard 5C. Consultation</b> –The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
				<b>Standard 6. Evaluation</b> – The school nurse evaluates progress toward attainment of outcomes.

Evidence: (completed by nurse)

Comments: (completed by peer)

Self/Peer Review				Standards of Professional Performance for School Nursing	Peer/Nursing Supervisor/Administrator Review			
NI	D	E	Ex	<i>Needs Improvement (NI) Developing (D) Effective (E) Exemplary (Ex)</i>	NI	D	E	Ex
				<b>Standard 7. Ethics</b> - The school nurse practices ethically.				
				<b>Standard 8. Education</b> -The school nurse attains knowledge and competency that reflect current nursing practice.				
				<b>Standard 9. Evidence-Based Practice and Research</b> - The school nurse integrates evidence and research findings into practice.				
				<b>Standard 10. Quality of Practice</b> -The school nurse contributes to quality nursing practice.				
				<b>Standard 11. Communication</b> -the school nurse communicates effectively in a variety of formats in all areas of nursing practice.				
				<b>Standard 12. Leadership</b> -The school nurse demonstrates leadership in the professional practice setting and the profession.				
				<b>Standard 13. Collaboration</b> - The school nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.				
				<b>Standard 14. Professional Practice Evaluation</b> -The school nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.				
				<b>Standard 15. Resource Utilization</b> - The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.				
				<b>Standard 16. Environmental Health</b> - The school nurse practices in an environmentally safe and healthy manner.				
				<b>Standard 17. Program Management</b> - The school nurse manages school health services.				

Evidence: (completed by nurse)

Comments: (completed by supervisor)

Signing this summative evaluation means you have read its contents. You are free to add any statement to this summary, which will be filed in your personnel file at the superintendent’s office. Nurse signature/date \_\_\_\_\_

Peer signature/date \_\_\_\_\_ Administrator signature/date \_\_\_\_\_

## Maine School Nurse Evaluation Rubric

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**Standard 1: Assessment** - The school nurse collects comprehensive data pertinent to student health or the situation.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely documents health office visits or data collection related to student health according to established policies, guidelines, and protocols.</p>	<p>Collects and documents health data from students, parents, and health care providers as guided by protocols and procedures.</p> <p>Uses appropriate evidenced-based assessment techniques instruments, and tools.</p> <p>Aware of state and federal legal requirements including FERPA guidelines related to data collection.</p>	<p>Evaluates comprehensive data and uses this information to guide interventions.</p> <p>Involves the student, family, and other health care providers as appropriate in data collection.</p> <p>Conducts family assessment to include family dynamics, structure, and function.</p> <p>Recognizes impact of personal attitudes, values, and beliefs.</p> <p>Utilizes state and federal legal requirements, ethical standards, and FERPA guidelines to collect, maintain, use, and disseminate data and information.</p>	<p>Develops, implements, and evaluates a district wide data collection process.</p> <p>Empowers students to be partners in the data collection process.</p> <p>Prioritizes and analyzes data collection in situations through a variety of modalities to guide interventions.</p> <p>Synthesizes available population data relevant to the situation to identify patterns and variances.</p>

## Maine School Nurse Evaluation Rubric

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**Standard 2: Diagnosis-** The school nurse analyzes the assessment data to determine the diagnoses or issues.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely analyzes assessment data to derive a diagnosis.</p> <p>Lacks evidence of documentation of assessment data / diagnoses or issues.</p>	<p>Derives the diagnoses or issues through analysis of a broad range of assessment data, including data from the student, family, school staff and health care providers.</p> <p>Documents diagnoses or issues in a retrievable format.</p>	<p>Validates the diagnoses or issues with the student, family and other health care providers when possible and appropriate.</p> <p>Identifies actual or potential risks or barriers to the student's health and safety.</p> <p>Utilizes the health information to affect the student's health outcome.</p> <p>Interprets the diagnoses or issues to the student, family, and staff as appropriate.</p>	<p>Applies current research and knowledge of clinical diagnoses to existing and potential problem areas.</p> <p>Formulates diagnoses based on entire population.(population-based)</p>

**Standard 3: Outcomes Identification -** The school nurse identifies expected outcomes for a plan that is individualized to the client or the situation.

Needs Improvement	Developing	Effective	Exemplary
<p>Lacks skills to develop expected outcomes as measurable goals.</p> <p>Rarely involves the student, family, healthcare providers, and others in formulating expected outcomes.</p>	<p>Defines expected outcomes as measurable goals.</p> <p>Involves the student, family, health care providers, and others in formulating expected outcomes.</p>	<p>Develops and documents expected outcomes as measurable goals, and communicates expected outcomes effectively with appropriate personnel.</p> <p>Develops socially appropriate expected</p>	<p>Identifies expected outcomes that address clinical effectiveness and cost-effectiveness.</p> <p>Identifies expected outcomes that incorporate scientific evidence and are</p>

<p>Rarely acts as a resource for the development of individual health outcomes.</p> <p>Rarely communicates or documents expected outcomes effectively.</p>	<p>Acts as a resource in the development of individual health outcomes.</p> <p>Documents expected outcomes in recognizable format such as the IHP. (IHP - Individual Health Plan)</p>	<p>outcomes from the diagnoses.</p> <p>Acts as a resource in the developing of an IHP and educational outcomes.</p>	<p>achievable through implementation of evidence-based practices.</p> <p>Acts as a district and statewide resource expert in developing individual health care planning tools.</p>
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**Standard 4: Planning** - The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

<b>Needs Improvement</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
<p>Rarely establishes a plan to meet student needs.</p> <p>Lacks documentation of the plan.</p> <p>Rarely consults with stakeholders regarding details of the plan.</p>	<p>Establishes and modifies the plan priorities and continuity of care with the student, family and others.</p> <p>Shows evidence of a documented plan in user friendly language.</p> <p>Uses the plan to provide direction to other members of the team.</p> <p>Develops clear emergency care strategies if necessary.</p> <p>With consultation, defines the plan to reflect current statutes, rules and regulations, and standards.</p>	<p>Develops strategies and alternatives for an individualized plan in partnership with the student and stakeholders.</p> <p>Shares plan strategies and alternatives with others in the district.</p> <p>Demonstrates the use of strategies that includes the multifaceted needs of students.</p>	<p>Serves as a resource to others, locally and statewide, in the development of effective plans.</p> <p>Integrates research and trends in planning that includes strategies for health and wellness.</p> <p>Considers the economic impact of the plan.</p>

**Standard 5: Implementation - The school nurse implements the identified plan.**

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely implements the plan with sensitivity and knowledge of the developmental level, diversity, or individual needs.</p> <p>Inconsistently utilizes available technology to implement the plan.</p> <p>Rarely includes evidence-based interventions.</p>	<p>Partners with the student, family, and caregivers, as appropriate, to implement the plan in a safe, realistic, and timely manner.</p> <p>Implements plan by applying appropriate knowledge of major health problems with sensitivity to diverse individual needs.</p> <p>Uses evidence-based interventions and treatments specific to the diagnosis or problem.</p>	<p>Applies health care technologies to maximize access and optimal outcomes for the student.</p> <p>Collaborates and communicates effectively with the student, families, and providers, and community resources to implement the plan.</p> <p>Promotes and advocates for the student's capacity for independent self care.</p>	<p>Shares developed plans with peers for standardized implementation in the district and/or state.</p> <p>Collaborates with health care providers from different disciplines to integrate the plan.</p> <p>Enhances nursing practice by consistent and advanced use of technology when implementing the plan.</p>

**Standard 5A: Coordination of Care - The school nurse coordinates care delivery.**

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely has health care plans on file or plans are incomplete.</p> <p>Inconsistently shares health care plan with appropriate staff.</p> <p>Unable to describe the legal and policy parameters for delegation of care.</p> <p>Rarely documents staff training.</p>	<p>Organizes the components of the plan.</p> <p>Assists the student in identifying options for appropriate care.</p> <p>Coordinates creation and implementation of the individualized health care plan.</p> <p>Identifies legal and policy parameters for delegation of care as defined by the Maine Nurse Practice Act and the</p>	<p>Incorporates the individualized health care plan into the student's educational day and before/after-school activities.</p> <p>Manages the student's care to maximize independence and quality of life.</p> <p>Communicates with the student, family, and appropriate partners during transitions in care.</p>	<p>Coordinates a multi-disciplinary team approach in implementing the individualized health care plan.</p> <p>Acts as case-manager to multi-disciplinary team when appropriate.</p>

	<p>Maine school law.</p> <p>With consultation, delegates elements of care to appropriate health care workers or other assistive personnel.</p> <p>Documents staff training.</p>	Documents coordination of care.	
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**Standard 5B: Health Teaching and Health Promotion** - The school nurse employs strategies to promote health and a safe environment, especially regarding health education.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely provides/documents health education to the student and others.</p> <p>Lacks evidence of use of information technologies in communicating health promotion/education.</p> <p>Rarely seeks feedback on health teaching methods.</p>	<p>Uses health promotion and health teaching methods appropriate to the situation.</p> <p>Provides teaching that addresses health issues as appropriate to developmental needs of the student.</p> <p>Evaluates health information resources.</p> <p>Seeks opportunities for feedback and evaluation of the effectiveness of the strategies used.</p> <p>Serves as a resource to school staff regarding health education.</p>	<p>Uses information technologies to communicate health promotion and disease prevention information to the student in a variety of settings.</p> <p>Provides group and general health education.</p> <p>Promotes health, wellness, self-care, and safety through education of the school community regarding health issues.</p>	<p>Participates in needs assessment for health education for the school community.</p> <p>Designs and shares health information materials and activities for individuals and groups.</p> <p>Presents materials and activities with local, state and national audiences.</p> <p>Engages consumer alliances and advocacy groups, as appropriate, in health teaching and health promotion activities.</p>

**Standard 5C: Consultation** - The school nurse provides consultation to influence the identified plan, enhance the abilities of others and effect change.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely seeks and/or documents consultation with peers and other health care providers.</p>	<p>Acquires knowledge through participation in formal or informal consultation to address issues in nursing practice.</p> <p>Documents consultation with other health care providers and other professionals to assure implementation of the plan.</p>	<p>Involves the student and stakeholders in decision-making and negotiating role responsibilities.</p>	<p>Communicates consultation recommendations that effect change by:</p> <ul style="list-style-type: none"> <li>● influencing the identified plan,</li> <li>● facilitating an understanding by stakeholders,</li> <li>● enhancing the work of others.</li> </ul> <p>Serves as interpreter of health mandates, recommendations and trends to school personnel through written materials, meetings, etc.</p>

**Standard 6: Evaluation** - The school nurse evaluates progress toward attainment of outcomes.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely evaluates progress toward attainment of outcomes.</p> <p>Incompletely documents the results of the evaluation.</p>	<p>Documents the results of the evaluation.</p>	<p>Evaluates, in partnership with stakeholders, the accuracy of the diagnosis and effectiveness of the interventions.</p> <p>Disseminates the results to the student, family and others involved, in accordance with federal and state regulations.</p> <p>Supervises and monitors IHP's and</p>	<p>Using aggregate data, conducts a systematic, ongoing, evaluation of outcomes system wide.</p> <p>Uses results of evaluation to recommend changes in practice.</p>

		<p>504 plans of students that may require accommodations /modifications related to health issues that impact the learning environment.</p> <p>Documents status of interventions/goals on appropriate records; maintains systematic record keeping for students with unresolved issues.</p>	
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**Standard 7: Ethics - The school nurse practices ethically.**

Needs Improvement	Developing	Effective	Exemplary
<p>Limited consideration of ANA and NASN Codes of Ethics, FERPA and school district policies.</p> <p>Inconsistently protects the individual's autonomy, dignity, rights, values, and beliefs when delivering care.</p> <p>Inconsistently integrates caring, kindness, and respect into nursing practice.</p> <p>Unable to recognize ethical issues involving students, colleagues, and groups.</p> <p>Displays inappropriate professional role boundaries.</p>	<p>Identifies and uses ANA and NASN Codes of Ethics, FERPA, and school district policies to guide practice.</p> <p>Protects the individual's autonomy, dignity, rights, values, and beliefs when delivering care.</p> <p>Integrates caring, kindness, and respect into nursing practice.</p> <p>Recognizes ethical issues involving students, colleagues, and groups and with consultation, participates in resolving the issue.</p> <p>Maintains a therapeutic and professional relationship with appropriate professional role</p>	<p>Recognizes the importance of the student being a core member of any health care team.</p> <p>Upholds confidentiality within legal, regulatory, and ethical parameters of health and education.</p> <p>Assists in self-determination and informed decision-making by providing information on the risks, benefits, and outcomes of the health care regimes as developmentally appropriate.</p> <p>Consults with appropriate personnel, and takes necessary action regarding instances of illegal, unethical, or inappropriate behavior.</p> <p>Speaks up when appropriate, to question health care practices when</p>	<p>Advocates for equitable consumer health care.</p> <p>Participates in multi-professional teams that address ethical risks, benefits, and outcomes.</p>

	boundaries.	necessary for safety and quality improvement.	
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**Standard 8: Education** - The school nurse attains the knowledge and competence that reflect current nursing practice.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely attends or participates in professional development.</p> <p>Lacks knowledge and skill in school nursing practice.</p>	<p>Identifies learning needs based on personal knowledge and needs of the population.</p> <p>Acquires in-depth knowledge of protocols, policies, and procedures of the school system.</p> <p>Participates in appropriate professional development.</p> <p>Seeks clinical supervision to enhance knowledge and skills.</p>	<p>Applies knowledge and skills appropriate to clinical role and setting through professional development.</p> <p>Engages in learning experiences that improve clinical and professional skills and knowledge.</p> <p>Actively seeks opportunities for professional development which supports professional goals.</p> <p>Creates and maintains a personal portfolio that provides evidence of competence and professional development.</p>	<p>Obtains an advanced degree in related field at the Master's level or beyond.</p> <p>Shares education findings, experiences, and ideas with peers at the local, state, and national level.</p> <p>Achieves National School Nurse certification.</p>

**Standard 9: Evidence-Based Practice and Research** - The school nurse integrates evidence and research findings into practice.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely seeks or uses current evidence-based nursing knowledge to guide</p>	<p>Utilizes identified resources for</p>	<p>Uses current evidence-based nursing knowledge, including research findings,</p>	<p>Participates in the development of evidence-based practice through</p>

practice.	<p>evidence-based school nurse practice.</p> <p>Aware of district policies related to research.</p> <p>Participates in data collection such as surveys, pilot projects, and formal studies.</p>	<p>to guide practice.</p> <p>Incorporates evidence when initiating changes in school nursing practice.</p> <p>Identifies clinical problems specific to nursing and other research.</p> <p>Engages in basic analysis and interpretation of research for application to practice.</p> <p>Complies with the school district policy regarding research participation.</p>	<p>research activities.</p> <p>Shares research findings with colleagues and peers.</p> <p>Contributes to the school nursing and school health literature.</p> <p>Collaborates with researchers from outside the educational system.</p>
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**Standard 10: Quality of Practice** - The school nurse contributes to quality nursing practice.

<b>Needs Improvement</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
<p>Rarely or inconsistently uses indicators or appropriate tools to monitor the quality and effectiveness of school nursing practice.</p> <p>Rarely or never participates on multi-disciplinary teams to evaluate clinical care or health services.</p> <p>Unaware of budgetary needs.</p>	<p>Collects data to monitor quality and effectiveness of school nursing practice.</p> <p>Participates on multi-disciplinary teams to evaluate clinical care or health services.</p> <p>Participates in preparing nursing services budget.</p>	<p>Demonstrates creativity and innovation to enhance school nursing care.</p> <p>Formulates recommendations to improve school nursing practice or outcomes.</p> <p>Implements activities to enhance the quality of school nursing practice.</p> <p>Creates processes to remove or decrease barriers to quality nursing practice within organizational systems.</p> <p>Advocates for adequate nursing</p>	<p>Develops, implements, and evaluates policies, procedures, and/or guidelines to improve the quality of school nursing practice.</p> <p>Analyzes factors related to quality, safety, and effectiveness.</p> <p>Collaborates with school and community resources to secure grants to fund quality nursing practice and enhance school health services.</p> <p>Demonstrates cost effectiveness of school nurse services.</p>

		<p>services budget to include; case management, student health acuity, and safe staffing ratios.</p> <p>Identifies problems that occur in day-to-day work routines to correct process inefficiency.</p>	
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**Standard 11: Communication** - The school nurse communicates effectively in a variety of formats in all areas of nursing practice.

Needs Improvement	Developing	Effective	Exemplary
<p>Limited consideration for seeking improvement of own communication and conflict resolution skills.</p> <p>Lacks ability to convey information to students in formats that promote understanding.</p> <p>Disregards privacy and confidentiality policies and practices.</p> <p>Writes unclearly, incompletely, and/or uses inappropriate grammar.</p>	<p>Assesses own communication skills in encounters with students and colleagues.</p> <p>Seeks improvement of own communication and conflict-resolution skills.</p> <p>Conveys information to students in formats that promote understanding.</p> <p>Incorporates regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.</p> <p>Writes clearly and concisely using correct grammar and spelling.</p>	<p>Demonstrates effective communication and conflict-resolution skills.</p> <p>Questions the rationale of decisions and takes action to advocate when they do not appear to be in the best interest of the student.</p> <p>Documents communication exchanges, using school based electronic record system if available.</p> <p>Functions as the liaison between the school and local health service agencies, providers, and community resources.</p> <p>Practices effective communication with school staff, administration and guidance as a strategy to achieve</p>	<p>Synthesizes own professional perspective with that of the multidisciplinary team and others.</p>

		nursing goals while establishing good rapport with students and families.	
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**Standard 12: Leadership** - The school nurse demonstrates leadership in the professional practice setting and the profession.

<b>Needs Improvement</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
<p>Rarely treats colleagues with respect, trust, and dignity.</p> <p>Does not join professional organizations.</p> <p>Inconsistently participates in team meetings within the school.</p>	<p>Treats colleagues with respect, trust and dignity.</p> <p>Communicates effectively with the student and colleagues.</p> <p>Participates in school nursing, school health and other professional organizations.</p>	<p>Uses optimal communication and resolution skills.</p> <p>Participates in efforts to influence school health, public health, and general health policy.</p> <p>Provides supporting data to substantiate adequate budget for nursing and health services.</p> <p>Participates in committees, councils, or administrative teams in the school or other settings.</p> <p>Shares educational findings, experiences, and ideas with peers to develop a current standard of practice.</p>	<p>Models expert practice to school multidisciplinary team members and students.</p> <p>Serves in formal and informal leadership roles in professional organizations and committees at local, state, and national levels.</p> <p>Mentors colleagues in the acquisition of clinical knowledge, skills, abilities, and judgment.</p> <p>Provides direction to enhance the effectiveness of the school multidisciplinary team.</p> <p>Develops a school health advisory committee if one does not exist.</p>

**Standard 13: Collaboration** - The school nurse collaborates with the student, family, and others in the conduct of nursing practice.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely collaborates in creating a documented plan.</p> <p>Lacks participation in teamwork/building processes.</p> <p>Rarely documents outcomes and decisions of collaborative planning.</p>	<p>Identifies community agencies as possible collaborators or resources.</p> <p>Engages in teamwork and team-building processes.</p> <p>Collaborates in creating a documented plan that includes evidence of communication with student, family, and others to achieve optimal outcomes.</p> <p>Adheres to standards of school nursing practice.</p>	<p>Communicates the school nurse's role in care of the student.</p> <p>Functions as a case manager and liaison to advocate for the students.</p> <p>Partners and shares with others to effect change and generate positive outcomes for the student.</p> <p>Promotes a work environment of cooperation, respect, and trust to build consensus or resolve conflict.</p>	<p>Applies group processes that include negotiation techniques to maximize collaboration.</p> <p>Consistently utilizes conflict management to facilitate engagement and consensus of strategic partners.</p>

**Standard 14: Professional Practice Evaluation** - The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.

Needs Improvement	Developing	Effective	Exemplary
<p>Does not or rarely participates in a self-evaluation process.</p> <p>Inconsistently demonstrates-use of professional practice standards and guidelines or relevant statutes, rules and regulations in self-evaluation</p>	<p>Engages in self-evaluation of practice on a regular basis, identifying areas of strength and areas in which professional development would be beneficial.</p> <p>Develops annual goals and objectives</p>	<p>Takes action to achieve goals identified during the formal evaluation process with feedback from the students, peers, and professional colleagues.</p> <p>Demonstrates achievement of goals</p>	<p>Mentors others in self and peer evaluation.</p> <p>Develops and revises the district's performance appraisal process using a standards based evaluation tool, preferably the Maine Department of</p>

process.	<p>in collaboration with an evaluator / supervisor.</p> <p>Interacts with peers and colleagues to enhance one's own professional nursing practice or role performance.</p> <p>Takes corrective action to rectify a mistake and reduce future errors.</p>	<p>identified during the evaluation process.</p> <p>Participates in peer review with constructive feedback regarding practice or role performance.</p>	Education / Maine Association of School Nurses evaluation tool.
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**Standard 15: Resource Utilization** - The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

<b>Needs Improvement</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
<p>Unaware of resources for the safe and effective delivery of care.</p> <p>Rarely demonstrates resource utilization in safe and effective delivery of care.</p>	<p>Demonstrates basic resource utilization to deliver safe and effective care.</p> <p>Assists the student/family to secure appropriate available services, addressing needs across the health care continuum.</p>	<p>Identifies student care needs, potential for harm, complexity of the task, and desired outcomes when considering resource allocation.</p> <p>Informs stakeholders of available services and advocates for resources.</p> <p>Accesses professional organizations and community resources to formulate multi-disciplinary plans of care.</p> <p>Utilizes tools and resources to provide safe and effective delivery of care.</p> <p>Documents aspects of resource utilization for the provision of safe and effective care.</p>	<p>Participates in community needs assessments for identifying absent or deficient community resources that could enhance the provision of safe and effective health care.</p> <p>Develops innovative solutions and applies strategies to obtain appropriate resources for nursing initiatives.</p>

**Standard 16: Environmental Health** - The school nurse practices in an environmentally safe and healthy manner.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely demonstrates consideration of environmental health principles in school nursing practice.</p> <p>Rarely demonstrates consideration of environmental health risks.</p>	<p>Attains knowledge of environmental health concepts and strategies for implementation.</p> <p>Promotes a practice environment that reduces environmental health risks to students, staff, and visitors.</p> <p>Participates in strategies that promote emotionally and physically healthy school communities.</p>	<p>Participates in the assessment of the school environment for factors that negatively affect health in the school setting utilizing the <u>EPA Tools for Schools</u>.</p> <p>Uses scientific evidence to determine whether a product or treatment is a potential environmental threat.</p>	<p>Critically evaluates environmental health issues that are presented by the popular media in relation to impact on the school and the community.</p> <p>Communicates effectively regarding environmental health risks and exposure reduction strategies to students, families, and colleagues.</p>

**Standard 17: Program Management** - The school nurse manages school health services.

Needs Improvement	Developing	Effective	Exemplary
<p>Rarely conducts health assessments to identify current health problems.</p> <p>Rarely participates in the development of a school emergency/crisis plan.</p> <p>Rarely participates on school and district health and wellness committees.</p>	<p>Manages school health services as appropriate, to the nurse's experience, position, and practice environment.</p> <p>Conducts health assessments of students to identify current health problems.</p> <p>Participates in the development of an emergency plan that is communicated</p>	<p>Implements needed health programs using a program planning process.</p> <p>Demonstrates knowledge of existing school health programs and current health trends that may affect student care.</p> <p>Evaluates ongoing health programs for outcomes and quality of care.</p>	<p>Leverages cooperation between schools and communities on public health issues.</p> <p>Communicates program evaluation outcomes to administrators, local school boards, and state agencies including Department of Education and Maine Board of Nursing.</p>

	<p>to the school community.</p> <p>Serves on school and district health and wellness committees.</p>	<p>Supervises unlicensed assistive personnel as appropriate and legal in the school setting, to include orientation, training, and documentation of competency.</p> <p>Interprets the role of the school nurse and school health service needs to the school and community.</p> <p>Identifies potential funding sources for nursing and health services.</p>	
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