

Evaluation for School Nurses-Example

Teaching Standards and Criteria, Nursing Standards, School Nursing Standards, School Nurse Competencies

281 Iowa Administrative Code 83.4 (284) Iowa Teaching Standards and Criteria	655 Iowa Administrative Code 6 (152) Minimum standards of registered nurses nursing practice	NASN and ANA School Nursing-Scope and Standards of Practice: The school nurse	Example Competencies The school nurse supports student participation and learning
<p>83.4(1) Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.</p> <p><i>a. The teacher:</i></p> <ol style="list-style-type: none"> (1) Provides evidence of student learning to students, families, and staff. (2) Implements strategies supporting student, building, and district goals. (3) Uses student performance data as a guide for decision making. (4) Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. (5) Creates an environment of mutual respect, rapport, and fairness. (6) Participates in and contributes to a school culture that focuses on improved student learning. (7) Communicates with students, families, colleagues, and communities effectively and accurately. 	<p>6.1(152) Definitions. “<i>Nursing process</i>” means ongoing assessment, nursing diagnosis, planning, intervention, and evaluation.</p> <p>“<i>Nursing diagnosis</i>” means a judgment made by a registered nurse, following a nursing assessment of individuals and groups about actual or potential responses to health problems, which forms the basis for determining effective nursing interventions. 6.2(2) Registered nurse shall utilize the nursing process in practice of nursing, consistent with accepted and prevailing practice. Nursing process is ongoing & includes:</p> <ol style="list-style-type: none"> <i>a.</i> Nursing assessments about health status of individual or group. <i>b.</i> Formulation of a nursing diagnosis based on analysis of the data from the nursing assessment. <i>c.</i> Planning of nursing care which includes determining goals and priorities for actions which are based on the nursing diagnosis. <i>d.</i> Nursing interventions implementing the plan of care. <i>e.</i> Evaluation of the individual’s or group’s status in relation to established goals and the plan of care. 	<p>Standard 1. Assessment Collects comprehensive data pertinent to the healthcare consumer’s health and/or the situation.</p> <p>Standard 2. Diagnosis Analyzes the health assessment data to determine the diagnoses or issues relevant to the school population.</p> <p>Standard 3. Outcomes identification Identifies expected performance/outcomes for a plan individualized to the healthcare consumer or the situation.</p> <p>Standard 4. Planning Develops a plan that prescribes strategies and alternatives to attain expected outcomes.</p> <p>Standard 5. Implementation Implements the identified plan.</p> <p><i>5A. Coordinates Care delivery</i> <i>5B. Promotes Health Teaching and Health Promotion</i> <i>5C: Provides Consultation</i></p> <p>Standard 6. Evaluation Evaluates progress toward attainment of outcomes.</p>	<p>Elicits and involves consumers values, attitudes, beliefs, preferences, needs, barriers, knowledge, and makes adaptations</p> <p>Demonstrates the nursing process</p> <p>Identifies needed nurse/health services, Individual Health Plans (IHPs), and Emergency Plans (EPs)</p> <p>Collects data/effectiveness of nurse/health services, IHPs, and EPs</p> <p>Describes communication, coordination, consultation, health teaching (prevention and promotion), with students, families, colleagues, and community</p>
<p>83.4(2) Demonstrates competence in content knowledge appropriate to teaching position.</p> <p><i>a. The teacher:</i></p> <ol style="list-style-type: none"> (1) Understands and uses key concepts, underlying themes, relationships, and different perspectives related to content area. (2) Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. (3) Relates ideas and information within and across content areas. (4) Understands and uses instructional strategies that are appropriate to the content area. 	<p>6.1(152) Definitions. “<i>Competence in nursing</i>” means having the knowledge and the ability to perform, skillfully and proficiently, the functions within the role of the licensed nurse.</p> <p>6.2(2) b. Formulation of a nursing diagnosis based on analysis of the data from the nursing assessment.</p> <p>6.2(2) c. Planning of nursing care which includes determining goals and priorities for actions which are based on the nursing diagnosis.</p>	<p>Standard 8. Education Attains knowledge and competency that reflect current nursing practice.</p> <p>Standard 9. Evidence-Based Practice and Research Integrates evidence and research findings into practice.</p> <p>Standard 10. Quality of Practice Contributes to quality nursing practice.</p> <p>Standard 3. Outcomes identification Identifies expected performance/outcomes for a plan individualized to the healthcare consumer or the situation.</p>	<p>Demonstrates content competence and quality</p> <p>Demonstrates evidence-based practice and research in practice</p> <p>Describes school nurse/health service updates, knowledge, and skills</p> <p>Demonstrates nursing diagnosis</p>
<p>83.4(3) Demonstrates competence in planning and preparing for instruction.</p> <p><i>a. The teacher:</i></p> <ol style="list-style-type: none"> (1) Uses student achievement data, local standards, and the district curriculum in planning for instruction. (2) Sets and communicates high expectations for social, behavioral, and academic success of all students. (3) Uses students’ developmental needs, backgrounds, and interests in planning for instruction. (4) Selects strategies to engage all students in learning. (5) Uses available resources, including technologies, in the development and sequencing of instruction. 	<p>6.2(2) c. Planning of nursing care which includes determining goals and priorities for actions which are based on the nursing diagnosis.</p> <p>6.2(5) a. Performing or supervising those activities and functions which require the knowledge and skill level currently ascribed to the registered nurse and seeking assistance when activities and functions are beyond the licensee’s scope of preparation.</p>	<p>Standard 4. Planning Develops a plan that prescribes strategies and alternatives to attain expected outcomes.</p> <p>Standard 12. Leadership Demonstrates leadership in the professional practice setting and the profession.</p>	<p>Demonstrate competent planning for nurse/health services, written IHPs and EPs</p> <p>Identifies plan outcome strategies for school nurse/health services, IHPs, and EPs</p> <p>Demonstrates leadership</p>
<p>83.4(4) Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> <p><i>a. The teacher:</i></p> <ol style="list-style-type: none"> (1) Aligns classroom instruction with local standards and district curriculum. (2) Uses research-based instructional strategies that address the 	<p>6.2(2) d. Nursing interventions implementing the plan of care.</p> <p>6.2(4) The registered nurse shall conduct nursing practice by respecting the confidentiality of an individual or group, unless obligated to disclose under proper authorization or</p>	<p>Standard 5. Implementation Implements the identified plan.</p> <p><i>5A. Coordination of Care</i> <i>5B. Health Teaching and Health Promotion</i></p> <p>Employs strategies to promote health and a safe environment, especially regarding health education.</p> <p>Standard 5C: Consultation</p>	<p>Implements nurse/health services using strategies to meet the needs, IHPs, EPs, a safe environment, health and teaching (prevention, promotion, and prevention)</p> <p>Coordinates care delivery</p> <p>Analyzes data</p>

<p>full range of cognitive levels. (3) Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. (4) Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. (5) Connects students' prior knowledge, life experiences, and interests in the instructional process. (6) Uses available resources, including technologies, in the delivery of instruction.</p>	<p>legal compulsion.</p>	<p>Provides consultation to influence the identified plan, enhance the abilities of others, and effect change.</p>	<p>Coordinates School Health Programs Respects confidentiality</p>
<p>83.4(5) Uses a variety of methods to monitor student learning. <i>a. The teacher:</i> (1) Aligns classroom assessment with instruction. (2) Communicates assessment criteria and standards to all students and parents. (3) Understands and uses the results of multiple assessments to guide planning and instruction. (4) Guides students in goal setting and assessing their own learning. (5) Provides substantive, timely, and constructive feedback to students and parents. (6) Works with other staff and building and district leadership in analysis of student progress.</p>	<p>6.2(2)e. Evaluation of the individual's or group's status in relation to established goals and the plan of care. 6.2(5)e. Executing the regimen prescribed by a physician. In executing the medical regimen as prescribed by the physician, the registered nurse shall exercise professional judgment in accordance with minimum standards of nursing practice as defined in these rules. If the medical regimen prescribed by the physician is not carried out, based on the registered nurse's professional judgment, accountability shall include but need not be limited to the following: (1) Timely notification of the physician who prescribed the medical regimen that the order(s) was not executed and reason(s) for same. (2) Documentation on the medical record that the physician was notified and reason(s) for not executing the order(s). <i>f.</i> Wearing identification which clearly identifies the nurse as a registered nurse when providing direct patient care unless wearing identification creates a safety or health risk for either the nurse or the patient.</p>	<p>Standard 14 Professional Practice Evaluation Evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. Standard 11. Communication Communicates effectively in a variety of formats in all areas of nursing practice. Collaborates with client, family, school staff, and others in the conduct of nursing practice. Standard 6. Evaluation Evaluates progress toward attainment of outcomes.</p>	<p>Collects and analyzes practice data on nurse/health service delivery Uses data to guide the school nurse and health program. Reports and evaluates outcome data Communicates and collaborates with school staff, prescriber, parents, and students</p>
<p>83.4(6) Demonstrates competence in classroom management. <i>a. The teacher:</i> (1) Creates a learning community that encourages positive social interaction, active engagement, and self regulation for every student. (2) Establishes, communicates, models, and maintains standards of responsible student behavior. (3) Develops and implements classroom procedures and routines that support high expectations for student learning. (4) Uses instructional time effectively to maximize student achievement. (5) Creates a safe and purposeful learning environment.</p>	<p>6.2(1) The registered nurse shall recognize and understand the legal implications within the scope of nursing practice. 6.2(3) The registered nurse shall conduct nursing practice by respecting the rights of an individual or group. 6.2(5) a. Performing or supervising those activities and functions which require the knowledge and skill level currently ascribed to the registered nurse and seeking assistance when activities and functions are beyond the licensee's scope of preparation.</p>	<p>Standard 17. Program Management Manages school health services. Standard 15. Resource Utilization Utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible. Standard 16 Environmental Health Practices in an environmentally safe and healthy manner</p>	<p>Demonstrates management of nurse and health services Identifies and uses all resources available Collaborates on service delivery Facilitates safe and healthy environments</p>
<p>83.4(7) Engages in professional growth. <i>a. The teacher:</i> (1) Demonstrates habits and skills of continuous inquiry and learning. (2) Works collaboratively to improve professional practice and student learning. (3) Applies research, knowledge, and skills from professional development opportunities to improve practice. (4) Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.</p>	<p>5.2(2) Registered Nurse (RN) License renewal requires 36 contact hours of Continuing Education every 3 years</p>	<p>Standard 8. Education Attains knowledge and competency that reflect current school nursing practice. Standard 9. Evidence-Based Practice and Research Integrates evidence and research findings into nursing practice. Standard 10. Quality of Practice Contributes to quality nursing practice.</p>	<p>Participates in self education and providing staff inservice using adult learning principles Integrates research into practice Demonstrates quality practice</p>
<p>83.4(8) Fulfills professional responsibilities established by the school district. <i>a. The teacher:</i> (1) Adheres to board policies, district procedures, and contractual obligations. (2) Demonstrates professional and ethical conduct as defined by state law and district policy. (3) Contributes to efforts to achieve district and building goals. (4) Demonstrates an understanding of and respect for all learners and staff. (5) Collaborates with students, families, colleagues, and communities to enhance student learning.</p>	<p>6.2(5) The registered nurse shall recognize and understand the legal implications of accountability. Accountability includes but need not be limited to the following: <i>b.</i> Assigning and supervising persons performing those activities and functions which do not require the knowledge and skill level currently ascribed to the registered nurse. <i>c.</i> Using professional judgment in assigning and delegating activities and functions to unlicensed assistive personnel. Activities and functions which are beyond the scope of practice of the licensed practical nurse may not be</p>	<p>Standard 7. Ethics Practices ethically. Standard 13. Collaboration Collaborates with healthcare consumer, family, and others in the conduct of nursing practice.</p>	<p>Practices professional ethics Facilitates confidentiality Practices accountability, judgment, and delegation in assigning and supervising persons providing services not requiring RN skills and knowledge Practices nursing legal requirements</p>

	<p>delegated to unlicensed assistive personnel. For the purposes of this paragraph, “unlicensed assistive personnel” does not include certified emergency medical services personnel authorized under Iowa Code chapter 147A performing nonlifesaving procedures for which those individuals have been certified and which are designated in a written job description, after the patient is observed by a registered nurse.</p> <p>d. Supervising, among other things, includes any or all of the following:</p> <ol style="list-style-type: none"> (1) Direct observation of a function or activity. (2) Assumption of overall responsibility for assessing, planning, implementing, and evaluating nursing care. (3) Delegation of nursing tasks while retaining accountability. (4) Determination that nursing care being provided is adequate and delivered appropriately. 		<p>Contributes to school initiatives and activities</p> <p>Collaborates with staff, families, students, and community members to provide a healthy learning environment</p>
<p>Additional information 83.4(9) The school board shall provide comprehensive evaluations for beginning teachers using the Iowa teaching standards and criteria listed in rule 281—83.4(284). The school board, for the purposes of performance reviews for teachers other than beginning teachers, shall provide evaluations that contain, at a minimum, the Iowa teaching standards and criteria listed in rule. A local school board and its certified bargaining representative may negotiate, pursuant to Iowa Code chapter 20, additional teaching standards and criteria for use in a performance review. In any school district or area education agency where there is no certified bargaining unit, additional standards and criteria may be determined by the board. effective 7/7/10</p>			<p>Note: Example for the School Nurse evaluated on the Teaching Standards. Standards and Competencies may overlap and apply in more than one area. Additional evaluation components may be added at the district level. Consult your assigned evaluator for information and school requirements. More competencies available in the publication, American Nurses Association (ANA) and National Association of School Nurses (NASN). (2011). <i>School Nursing:-Scope and Standards of Practice</i> 2nd edition. (2011). Silver Spring, MD: Nursesbooks.org</p>

Resources

American Nurses Association (ANA) and National Association of School Nurses (NASN). (2011). *School Nursing:-Scope and Standards of Practice 2nd edition*. Silver Spring, MD: Nursesbooks.org
Iowa Administrative Code (IAC). Current. Retrieved March 19, 2012, from <https://www.legis.iowa.gov/IowaLaw/AdminCode/agencyDocs.aspx>