*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
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| Evaluator: Click here to enter text. | Date: Click here to enter text. |

This tool, an alternative to the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

**Professional Practice Standards**

**Standard 1: The School Nurse demonstrates specialized knowledge, skills, decision-making, and evidence-based practice to provide the best possible nursing care with the best possible outcomes.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Demonstrates competence in the assessment, diagnosis, and treatment of health problems in accordance with Nevada Revised Statutes and district/department policies and provides appropriately prescribed interventions and standard of care for students, utilizing sound judgment, decision-making, and critical thinking skills. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Ensures that nursing practice is in compliance with the Nevada Nurse Practice Act and is consistent with regulatory requirements pertaining to licensure, relevant statutes, rules, and regulations, including the American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements, The National Association of School Nurses (NASN) Code of Ethics for School Nurses, HIPAA, and FERPA. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Demonstrates knowledge of and compliance in practice with nursing department policies/procedures and expectations and current school district regulations, policies, procedures. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Interprets the diagnoses or health issues to the student, family, or appropriate school staff and individualizes accommodations to address educational implications. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
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| Click here to enter text. |

**Standard 2: The School Nurse utilizes a critical thinking process of assessment, diagnosis, planning, implementation, and evaluation to improve student outcomes, foster self-management and family support, reduce barriers to learning, and improve healthcare coordination.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Delegates in accordance with the Nevada Nurse Practice Act, the School Nurse Regulation and Advisory Opinion, NASN Principles of Practice and the National Council of State Boards of Nursing (NCSBN) National Guidelines for Nursing Delegation and utilizes existing training materials to assure the safe administration of medication and other delegated tasks. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Manages the care of students by coordinating health services and collaborating and communicating with other stakeholders in the provision of health services at school to reduce barriers to learning and develops, implements, evaluates, and revises the individualized healthcare plan for each student with special needs. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Responds to health issues by providing counseling and crisis intervention when required in such areas as teen pregnancy, substance abuse, bullying, death of family members, suicide, and child neglect or abuse and provides self-advocacy strategies to students. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Follows Licensed Healthcare Provider orders and complies with department standards, including but not limited to medication/procedure administration and treatments, diabetic care, and all standards of care for students in the school community. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
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| Click here to enter text. |

**Standard 3: The School Nurse serves in key roles to lead in the development of school health policies, procedures, and programs for the provision of health services.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Partners with the student, family, and key stakeholders to advocate for and effect change, leading to positive outcomes, quality care, and expanding access to services. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Complies with policies and documentation standards for healthcare reimbursement systems. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Serves in key roles in the school and work settings by participating on committees, councils, and teams at all levels. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Attends faculty and other school/department related activities including on-line education, workshops, in-services, and conferences to promote commitment to life-long learning and education of self and others. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
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| Click here to enter text. |

**Standard 4: The School Nurse engages in a continuous and systematic process that leads to measurable improvements and outcomes, helping to change practice and build a critical evidence base for school nursing practice.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Identifies problems and barriers that occur in day-to-day nursing work routines to correct process inefficiencies and incorporates evidence-based practice for continuous quality improvement. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Engages in self-reflection and self-evaluation of nursing practice; identifying areas of strength as well as areas in which professional growth would be beneficial. Takes action to achieve goals identified during the evaluation process. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Provides critical review of barriers within the school organization and makes recommendations to improve the delivery of school health services. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Documents consistently in adherence of current department policies/procedures and systematically monitors documentation by unlicensed assistive personnel and other licensed staff. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
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| Click here to enter text. |

**Standard 5: The School Nurse employs strategies to promote health and a safe environment in a manner that is congruent with cultural diversity and inclusion; practices in an environmentally safe and healthy manner.**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Manages school health services, utilizing appropriate resources to plan, provide, and sustain nursing services that are safe, effective, and fiscally responsible in an environmentally safe and healthy manner. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Engages health promotion/health teaching in collaboration with the student’s practices, developmental level, learning needs, readiness and ability to learn, language preference, spirituality, culture, and socioeconomic status; implements mandated health programs in accordance with Nevada Revised Statutes and district/department policies. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Manages disease surveillance and immunization compliance in accordance with Nevada Revised Statutes and district/department policies. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Coordinates development and implementation of the emergency action plan and disaster preparedness plans. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
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| Click here to enter text. |