A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Introduction

This continuum for school nurses is written to ensure student success.   School nurses will use the Continuum for self-assessment and will take into account district and site goals when developing District Goals or Areas of Investigation.

The Continuum presents a holistic view of nursing in an educational environment. Its organization corresponds to the professional standards:
- Program Management
- Interdisciplinary Collaboration within the School
- Health Education
- Professional Development
- Community Health
- Policies, Statutes & Regulations
- Nursing Process

These standards are meant to be considered as a whole and not in any particular sequence. Each standard contains more specific elements of educational health. They are interrelated and work together to provide a complete picture of effective nursing practice.

The Continuum is organized to describe the five levels of development. These levels are labeled **Unsuccessful, Beginning/Needs Improvement, Successful, Integrating/Exemplary**, and **Innovating**. Each level addresses what a nurse should know and be able to do in the different Continuum standards. The levels do not represent a <u>chronological</u> sequence in a nurse's growth, but each row describes <u>developmental</u> levels of performance. A school nurse may be at beginning/needs improvement level of practice in some places on the Continuum and at innovating levels in others, no matter how many years she/he has been in the profession.

Because a nurse's growth is developmental, one may return to an earlier level temporarily if there are changes in a nurse's assignment, such as new school or changes to student demographics.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

How to Use the Continuum:
To use the Continuum, you read across each row of descriptors from left (unsuccessful) to right (innovating) as the descriptors become more complex and sophisticated. As you move from left to right, locate the descriptor that best defines your <u>current</u> practice. Any practice described on the left of the Continuum is cumulative to those on the right even if not explicitly stated.

The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support. The Continuum is a guide for self-reflection, assessment and conversation between nurses, advisors/support providers, and administrators. It is intended to help nurses interpret their nursing practice and make informed decisions about their ongoing development as a professional. The Continuum serves as an entry point for nurses to identify and work toward professional goals. It is <u>not</u> an isolated observation instrument but is best used as one component of a comprehensive process of assessing the development of nursing practice. It is a part of a nurse's evaluation process and is appropriately used within a peer coaching relationship with a colleague or administrator.

Glossary of Terms:
- **Continuum:** A document describing different levels of practice or knowledge along various stages of development.
- **Descriptors:** An individual cell or "box" corresponding to the developmental levels in the Continuum.
- **Standard:** One of the areas of professional practice that comprises the Continuum.
- **Element:** A specific sub-category within a standard.
- **Level:** The levels of nursing development that represent what a nurse should know and be able to do, e.g.:
  - **Unsuccessful:** A level of development in which the nurse is not successful in meeting the professional standard.
  - **Beginning/Needs Improvement**: A level of development in which the nurse still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.
  - **Successful:** A level of development in which the nurse is able to work independently, internalizes and easily applies what she/he has learned about school nursing.
  - **Integrating/Exemplary:** A level of development in which the nurse is fully skilled, confident and able to integrate complex elements of his/her professional practice. The integrating nurse moves beyond the work setting in his or her collegial relationships and professional growth activities and is often a leader among peers.
  - **Innovating:** A level of development in which the nurse is consistently innovative and creative in all areas of his or her profession. A leader in school, district and local community, the innovating nurse contributes to the broader education community through staff development, research, evaluation of databases and systems to optimize health for all, etc.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard One: Program Management: Assessing, Developing and Implementing Health Programs

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
1.1 Student Health Records	Does not maintain any student health data and/or records.	Maintains minimal student health data and records.	Maintains student health data and records appropriate to the job expectations.	Seeks out additional student health data and records if needed.	Seeks out opportunities to improve student health data collection and records maintenance.
1.2 Coordinating Health Clerks	Does not provide instruction and/or leadership to the health clerks.	Provides a minimum of instruction and/or leadership to the health clerks.	Provides instruction and leadership to the health clerks as appropriate to the job expectations.	Seeks out opportunities for instruction and leadership of the health clerks.	Creates additional training opportunities for the health clerks.
1.3 Professional Growth	Does not undertake any professional growth activities	Undertakes some professional growth activities as directed by supervisor.	Undertakes professional growth activities appropriate to the job expectations.	Seeks out additional professional growth opportunities from supervisor.	Seeks out professional growth opportunities beyond those provided by supervisor.
1.4 Interaction with Community Resources	Does not interact with other community agencies and/or representatives.	Minimal interaction with other community agencies and/or representatives.	Interacts as need with other community agencies and/or representatives.	Seeks out opportunities to work with other community agencies and/or representatives.	Crates additional opportunities to work with other community agencies and/or representatives.
1.5 Interaction with Families	Does not interact with parents and/or family members.	Minimal interaction with parents and/or family members.	Interacts with parents and/or family members as part of job expectations.	Seeks out parents and/or family members beyond what expected of the job.	Demonstrates a real interest in the well being of parents and/or family members.
1.6 Interaction with site staff and administration	Does not work collaboratively with colleagues and administrators.	Minimal collaboration with colleagues and administrators.	Collaborates with colleagues and administrators as part of job expectations.	Seeks out opportunities for collaboration with colleagues and administrators.	Creates opportunities for collaboration with colleagues and administrators.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Two: Collaboration within the School

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
2.1 Professional Collaboration	Does not participate in dialogue with others. Limited professional communication (verbal, electronic, written). Minimal adherence to the District Civility Code.	Acknowledges need for collaboration and occasionally collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs. Participates in limited professional communication (verbal, electronic, written).	Collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.	Frequently collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.	Consistently collaborates with other school personnel, student, parents, and caregivers to meet identified student health, developmental and educational needs.
2.2 Student Advocacy	Does not recognize role as advocate for student and family when health issues require more explanation.	Seldom or occasionally acts as an advocate for the student and family in interdisciplinary collaboration.	Acts as an advocate for the student and family in interdisciplinary collaboration.	Frequently acts as an advocate for the student and family in interdisciplinary collaboration.	Consistently acts as an advocate for the student and family in interdisciplinary collaboration.
2.3 School-to-home liaison	Seldom or never functions as school/home liaison in student/family health concerns.	Occasionally functions as school/home liaison in student/family health concerns.	Collaborates as school/home liaison in student/family health concerns.	Frequently functions as school/home liaison in student/family health concerns.	Consistently functions as school/home liaison in student/family health concerns.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Three: Health Education: Facilities Positive Health Attitudes, Values and Beliefs

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
3.1 Health Education	Does not develop, promote and /or implement health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Seldom or occasionally develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Develops and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Frequently develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.	Consistently develops, promotes and implements health education activities that assist students, families and staff to achieve/maintain optimal levels of wellness.
3.2 Classroom Instruction	Provides classroom instruction not based on sound learning theory as appropriate to student developmental level.	Occasionally provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Frequently provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.	Consistently provides formal instruction within the classroom based on sound learning theory as appropriate to student developmental level.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Four:: Professional Development: Assumes Responsibility for Professional Development

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
4.1 Professional Practice	Does not relate own nursing practice to standards.	Is aware of professional practice standards but only occasionally evaluates own nursing practice in relation to professional practice standards.	Evaluates own nursing practice in relation to professional practice standards.	Frequently evaluates own nursing practice in relation to professional practice standards.	Consistently evaluates own nursing practice in relation to professional practice standards.
4.2 Current Knowledge	Does not recognize the need to acquire and maintain current knowledge	Recognizes the need to acquire and maintain current knowledge but only occasionally acquires and maintains current knowledge in nursing practice.	Evaluates, acquires and maintains current knowledge in nursing practice.	Frequently evaluates, acquires and maintains current knowledge in nursing practice.	Consistently evaluates, acquires and maintains current knowledge in nursing practice.
4.3 Professional growth	Is aware of opportunities for professional development but doesn't participate in professional organizations, networking, or collegiality.	Occasionally participates in professional organizations, networking and collegiality to promote own processional development.	Evaluates, participates in professional organizations, networking and collegiality to promote own processional development.	Frequently evaluates, participates in professional organizations, networking and collegiality to promote own processional development.	Consistently evaluates, participates in professional organizations, networking and collegiality to promote own processional development.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Five:: Community Health: Using Community Resources

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
5.1 Community Resources	Does not contact people in community resource positions for added health services to meet unmet student needs.	Seldom contacts individuals, public and private agencies and other community groups, using community resources to meet unmet indentified student health needs to insure continuity of service care.	Works effectively individuals, public and private agencies and other community groups, using community resources to meet unmet indentified student health needs to insure continuity of service care.	Frequently works effectively individuals, public and private agencies and other community groups, using community resources to meet unmet indentified student health needs to insure continuity of service care.	Consistently works effectively individuals, public and private agencies and other community groups, using community resources to meet unmet indentified student health needs to insure continuity of service care.
5.2 Interpretation of school needs to outside agencies	Demonstrates little or no awareness of need to interpret school health needs to others to promote broader community health practices.	Infrequently interprets school health needs to appropriate individuals and groups, including legislative bodies, regional and state planning groups to promote broader community health practices.	Interprets school health needs to appropriate individuals and groups, including legislative bodies, regional and state planning groups to promote broader community health practices.	Frequently interprets school health needs to appropriate individuals and groups, including legislative bodies, regional and state planning groups to promote broader community health practices.	Consistently interprets school health needs to appropriate individuals and groups, including legislative bodies, regional and state planning groups to promote broader community health practices.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Six:: Policies, Statutes & Regulations: Complies with Legal Guidelines

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
6.1 Compliance with site, district, state, and federal mandates	Is aware of health-related compliance issues with school site district policy and procedures, state statues and regulations but doesn't always integrate knowledge with nursing practice.	Occasionally complies with school site, district policy and procedures, state statues and regulations to ensure that legal mandates are fulfilled.	Complies with school site, district policy and procedures, state statues and regulations to ensure that legal mandates are fulfilled.	Frequently complies with school site, district policy and procedures, state statues and regulations to ensure that legal mandates are fulfilled.	Consistently complies with school site, district policy and procedures, state statues and regulations to ensure that legal mandates are fulfilled.
6.2 Evaluation of Methodology	Rarely evaluates methodology for or revises nursing practice to increase thoroughness and efficiency.	Occasionally evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness and efficiency.	Evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness and efficiency.	Frequently evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness and efficiency.	Consistently evaluates methodology for doing mandated screenings and obtaining mandated information for thoroughness and efficiency.
6.3 Assessments for Special Education	Special education health assessments are incomplete with a minimum number of goals and objectives.	Begins to provide limited required special education health assessment for IEP teams.	Provides required special education health assessments for IEP team to assure full compliance.	Frequently provides required special education health assessments for IEP team with defined plan and outcomes.	Consistently provides required special education health assessments for IEP team with defined plan and outcomes.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Seven: Nursing Process: Collects and Uses Health Information

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Exceeds Standards
7.1 Collection of Student Health Data	Collects information about the health and developmental status of the student on an irregular basis tracking system for future evaluation needs unclear.	Collects information about the health and developmental status of the student in a less than systematic continuous manner.	Collects information about the health and developmental status of the student in a systematic and continuous manner.	Frequently collects information about the health and developmental status of the student in a systematic and continuous manner.	Consistently collects information about the health and developmental status of the student in a systematic and continuous manner.
7.2 Development of Nursing Care Plans	Nursing care plans lack components(s) to delineate school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Occasionally develops a nursing care plan with few specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Frequently develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.	Consistently develops a nursing care plan with specific interventions delineating school nursing actions that promote, maintain or restore health, prevent illness and affect rehabilitation.
7.3 Evaluation of Student Responses	Does not or inconsistently evaluates student responses to nursing actions to determine progress toward goal achievement.	Occasionally assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Frequently assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.	Consistently assesses student responses to nursing actions in order to revise the data base, nursing diagnosis and nursing care plan and to determine progress made toward goal achievement.

A Developmental Continuum of School Nurses' Abilities
Aligned with the California Standards for the Profession

Standard Eight: Fulfilling Professional Responsibilities

	UNSUCCESSFUL Practice Does Not Meet Standards	BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards	SUCCESSFUL Practice Meets Standards	INTEGRATING/ EXEMPLARY Practice Exceeds Standards	INNOVATING Practice Standards
8.1 Establishing and maintaining effective relationships with those contacted in the course of work " "	Is uncooperative toward students, staff, and families. Is unconcerned about forming effective working relationships. Does not strive to work as a team member.	Inconsistently demonstrates effective working relationships with students, staff, families. Inconsistent attitude and motivation level.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to students, families, and staff. Demonstrates professional integrity, and challenges self intellectually and creatively.	A leader in the professional community, a model of professional integrity; collaborates intellectually and creatively with staff, families, community, and students.
8.2 Complying with established site, district, and state regulations, rules, policies, contracts, and laws " "	Is unfamiliar with site and district policies and regulations. Lacks initiative to find information related to rules and regulations.	Shows little interest in adhering to district or site policies. May follow some rules and procedures, but ignores others.	Complies with site and district policies and regulations. Is willing to participate in policy discussions and offers suggestions through appropriate channels for improving procedures.	Complies with all site and district policies. Takes initiative to discuss possible improvements for site and district policies, rules, regulations, and procedures.	Actively supports the adherence to site and district policies. May serve on a site or district level committee to review and revise rules, regulations, policies. Assists colleagues in following site rules and procedures.
8.3 Fulfilling assigned reports and duties	Fails to attend or arrives late to required meetings. Avoids assigned duties. Submits late, careless, or inaccurate reports.	Needs frequent reminders regarding meetings and other duties. Reports are sometimes late or inconsistently accurate. Rarely participates during required meetings.	Attends meetings and other assigned duties. Is dependable, prompt, and accurate in completing reports. Participates during required meetings.	Performs assigned duties at both site and district level. Takes initiative to offer additional services to students and staff. Actively participates and contributes during meetings.	An acknowledged site and district leader in performance of professional duties. Positively contributes to school and district culture by recommending improvements regarding routine duties.