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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Certification Testing System
INTRODUCTION

The content-area tests are designed to assess a candidate’s knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the **objective statement**, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the **descriptive statements**, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee’s mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

**Objective Statement**

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**
**Descriptive Statements**

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students’ phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.

- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students’ use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.

- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

**PRACTICE TEST QUESTIONS**

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are not designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.
I. Foundations of Knowledge
II. The Coordinated School Health Program
III. Professional Roles and Responsibilities

SUBAREA I—FOUNDATIONS OF KNOWLEDGE

0001 Understand the characteristics of human development and factors that affect development and learning.

For example:

- Demonstrate an understanding of the characteristics of normal, delayed, and disordered patterns of human development and their effects on learning.
- Demonstrate an understanding of the principles of brain development and the relationships among physical, emotional, social, and intellectual growth across the life span.
- Demonstrate an understanding of the biological, psychosocial, economic, environmental, and technological conditions that influence human growth and development and their effects on learning.
- Recognize how environment, culture, linguistic background, socioeconomic level, substance abuse, and a history of abuse, neglect, or violence affect lifelong growth and development.
- Recognize that a student's basic human needs must be met for effective learning.
- Demonstrate awareness of health issues and their effects on all school-age populations (e.g., preschool, primary, middle grade, and young and older teens).
- Recognize how human growth and development and developmental differences affect the provision of health assessment, direct physical care, health teaching, and guidance for all students.
- Demonstrate an understanding of the complex effects of medications on the educational, cognitive, physical, social, and emotional behaviors of students.
0002 **Understand diversity among students, families, and communities.**

For example:

- Demonstrate an understanding of and sensitivity to diversity (e.g., culture, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic background, disability).
- Demonstrate an understanding of the areas of exceptionality in learning as defined in federal and state statutes.
- Demonstrate an understanding of how health practices and learning are influenced by developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, and diversity (e.g., culture, ethnicity, gender, age, sexual orientation, language, religion, socioeconomic background, disability).
- Demonstrate an understanding of the effects of stereotyping.
- Demonstrate an understanding of ways in which similar behaviors may have different meanings in different cultures and recognize that some similar behaviors exist among cultures.
- Recognize methods for delivering care in a nonjudgmental and nondiscriminatory manner that is sensitive to and respectful of student and family diversity.
- Demonstrate an understanding of the effects of cultural diversity and family dynamics on students’ learning.

0003 **Understand the characteristics of effective communication.**

For example:

- Demonstrate an understanding of written, verbal, nonverbal, and visual communication processes.
- Demonstrate an understanding of language development, communication techniques, and the role of communication in learning.
- Demonstrate an understanding of the value, ethics, and dynamics of communication.
- Demonstrate an understanding of the effects of diversity on communication and strategies for communicating effectively in a diverse school community.
- Recognize effective methods for promoting and modeling the use of positive, effective communication methods and tools to enrich learning opportunities.
- Identify strategies for promoting informational linkages within the health care community.
0004 Understand basic concepts, principles, and knowledge underlying school health services.

For example:

- Demonstrate an understanding of the principles of public health, health promotion, and disease and injury prevention as they apply to the school population.
- Demonstrate an understanding of the concepts of the Illinois Learning Standards and how they can be effectively incorporated into coordinated school health services that integrate principles of health and education.
- Demonstrate an understanding of the application of holistic health principles.
- Demonstrate an understanding of how environmental health concepts affect school health and safety.
- Demonstrate an understanding of schools as organizations within the context of the larger community.
- Demonstrate an understanding of effective models, programs, and services available in the school and community environments.

SUBAREA II—THE COORDINATED SCHOOL HEALTH PROGRAM

0005 Understand how to develop and implement developmentally appropriate health programs that support a safe and healthy learning environment.

For example:

- Demonstrate knowledge of acceptable, valid methods for conducting school health assessments to identify current health issues and the need for programs.
- Identify effective methods for applying concepts of health promotion, disease prevention, and environmental health to address the health care needs of all students and others in the school community.
- Demonstrate an understanding of principles and methods for developing and implementing disease prevention, health promotion, and screening programs based on individual, school, and community needs.
- Recognize the effects of current professional standards of practice related to school nursing and health care, current trends, sources of funding, and school policies on the development and implementation of school health programs.
- Recognize the effects of local, state, and federal laws and regulations on the development and implementation of school health programs.
- Recognize strategies for using professional networking to enhance the health and learning of school-age populations.
0006 Understand the processes of assessment and evaluation in the coordinated school health program.

For example:

- Demonstrate an understanding of the role of the assessment process in the delivery of school health services.
- Identify accurate and appropriate methods for accessing, collecting, prioritizing, and documenting health data from students, families, staff, and service agencies in a systematic, organized, and ongoing manner.
- Demonstrate an understanding of the role of assessment in evaluating how students learn, what they know and are able to do, and experiences that support their optimal growth and development.
- Demonstrate an understanding of the roles of assessment, planning, implementation, and evaluation in supporting the process of continuous program improvement.
- Demonstrate an understanding of the multidisciplinary components of a student case-study evaluation in determining special education eligibility and implementation of health related services.
- Demonstrate an understanding of the application of assessment and evaluation results in the development of individual student program modifications.
- Demonstrate an understanding of methods for conducting school health assessments to identify current health issues, evaluate the effectiveness of existing interventions and programs, evaluate ongoing health issues, and determine the need for additional programs.
- Recognize appropriate methods for using health assessment and evaluation results to support educational and school health services that enhance health promotion, disease prevention, and safety.
- Identify appropriate strategies for communicating assessment and evaluation findings.
- Recognize the rights of students, parents, and guardians in regard to assessment and evaluation.
0007 Understand the processes of planning and intervention in the coordinated school health program.

For example:

- Demonstrate an understanding of principles for developing plans and interventions that are educationally relevant, developmentally appropriate, and sensitive to the diverse characteristics of students, family, and staff.
- Recognize effective methods for collaborating and establishing a plan of care that includes student-focused, measurable goals and objectives and that correlates with the expectations of student goals based on health and learning needs.
- Identify effective and appropriate methods for implementing interventions identified in the plan of care and for evaluating progress toward the attainment of desired outcomes in a systematic, continuous, and criterion-based manner.
- Demonstrate an understanding of methods for prioritizing when developing a plan and implementing interventions that provide for continuity of care and optimal learning.
- Demonstrate an understanding of the application of current standards of school nursing practice to planning and intervention.
- Demonstrate an understanding of local, state, and federal laws and regulations that affect the development of plans and interventions.
- Demonstrate an understanding of the need for collaboration with students, family, staff, and community in the development of a plan.
- Demonstrate an understanding of the legal implications of timely documentation pertaining to planned interventions and evaluations.
0008 Understand the processes of instruction and counseling in the coordinated school health program.

For example:

- Demonstrate an understanding of the critical relationship between health and learning.
- Demonstrate an understanding of the principles of individual and group health counseling and teaching that incorporate individual strengths, offer maximum opportunity to make informed health choices, and promote students' participation in health care decisions and learning.
- Demonstrate an understanding of classroom methods of instruction aligned with current Illinois Learning Standards and learning theories appropriate to students' developmental levels and diversity.
- Identify effective, developmentally appropriate methods for promoting students' self-care and self-advocacy skills, providing opportunities for positive lifestyle choices, encouraging students' planning for their own health care, and supporting students' growth as knowledgeable health care consumers.
- Recognize effective methods for sharing health information and resource materials to educate students, families, and staff about self-care and for empowering the school community to use these resources effectively.
- Demonstrate an understanding of the design, development, implementation, and evaluation of health-related curricula, activities, and instructional materials.
- Demonstrate knowledge of strategies for facilitating learning, in which individual differences and cultural diversity are respected.
- Identify effective strategies for teaching the consequences of individual actions as they relate to a safe and healthy learning environment.
Understand the development and implementation of individual care plans and accommodations.

For example:

- Recognize valid, appropriate procedures for analyzing and prioritizing data, using scientific principles, and applying professional judgment in determining an appropriate nursing diagnosis.

- Demonstrate knowledge of methods for identifying expected outcomes derived from nursing diagnoses and for developing an individualized plan of care that specifies interventions to attain expected outcomes.

- Demonstrate an understanding of principles for developing an individualized plan of care appropriate to developmental/cognitive ability, individual strengths and needs, prior learning, life experiences, gender, culture, family, community values, racial and ethnic diversity, literacy, and language.

- Demonstrate knowledge of the role of the school nurse on the multidisciplinary team in the identification, evaluation, and placement of students into special education programs, including incorporating components of the individual health care plan into the Individualized Educational Program or Section 504 Plan, when indicated.

- Identify available resources for addressing acute and chronic health care needs of individuals in the school community.

- Demonstrate an understanding of the decision-making process required to support the recommendation of accommodations, modifications to the school program, and referrals for additional services for students with diverse needs that have an effect on learning.

- Demonstrate an understanding of the processes of referral and follow-up in the provision of health and educational services.
SUBAREA III—PROFESSIONAL ROLES AND RESPONSIBILITIES

0010 Understand the roles and responsibilities of the school nurse as the only health professional within the school organization who is prepared in both education and nursing.

For example:

- Recognize the school nurse's role as a resource for integrating principles of health teaching, health promotion, and disease prevention in the school community.
- Recognize independent professional school nursing judgment as the foundation for clinical decision making through assessment, diagnosis, outcome identification, planning, implementation, and evaluation, in a holistic and ethical manner.
- Demonstrate an understanding of the principles for developing and implementing a plan for professional leadership.
- Recognize the importance of the school nurse's roles as advocate, mentor, and role model for students, families, and staff.
- Recognize the school nurse's role as liaison between the home, school, and community to enhance health and wellness.
- Demonstrate knowledge of methods for interpreting and articulating health-related information and its potential effects on students' learning within the school and community.
- Recognize effective methods for delivering care that promotes and preserves students' and families' autonomy, dignity, cultural differences, and rights and that supports self-advocacy.
- Demonstrate an understanding of the components of resource management relative to school health services.
- Demonstrate an understanding of the changing parameters of the professional school nurse's roles and scope of practice.
0011 Understand laws, ethical guidelines, and professional standards that affect school nursing practice and the school community.

For example:

- Demonstrate an understanding of current federal, state, and local laws, policies, guidelines, and regulations that govern education and school health practice, and their potential effects on professional school nursing practice and the school community.

- Demonstrate an understanding of the legal boundaries and the professional practices, standards, regulations, and policies inherent in the Registered Professional Nurse license as defined by the Illinois Nursing and Advanced Practice Nursing Act.

- Demonstrate an understanding of the legal and ethical bases for policies and guidelines that address management of medications, specialized care, and confidentiality.

- Demonstrate an understanding of professional and legal guidelines concerning confidentiality and personal privacy, including the Family Educational Rights and Privacy Act (FERPA).

- Demonstrate an understanding of the steps and principles involved in the development and implementation of health-related policies and procedures at the local, state, and federal levels.

- Demonstrate an understanding of the professional code of conduct and ethical practice guidelines embodied in current professional standards of school nursing practice and in the Illinois Nursing and Advanced Practice Nursing Act.

- Recognize the effects of social, economic, and political issues and the legislative process on the nature and provision of health services to students and the community.
Understand a variety of approaches to collaboration in the development and implementation of health-related curricula that address the issues and needs of students, family, staff, and community.

For example:

- Demonstrate an understanding of strategies for collaborating with the school community, board of education, health authorities, and community health agencies to develop and implement health policies and procedures based on current standards of practice that support a safe and healthy learning environment and promote students' success.

- Demonstrate an understanding of the dynamics of collaboration in a variety of contexts, the effects of diversity on collaboration, and how cooperative action enhances the implementation of effective, coordinated school health programs that enhance health and learning.

- Recognize a variety of approaches to collaboration with students, families, staff, and community members in the development of goals and timelines, and in making decisions related to health care, service delivery, and the promotion of healthy lifestyles.

- Demonstrate an understanding of how partnerships among schools and families, businesses, community health agencies, community groups, government agencies, higher education, and the private medical sector maximize the use of resources and promote health and learning.

- Recognize state rules and regulations that define how school nursing tasks are to be assigned and/or delegated.

- Demonstrate an understanding of the responsibilities of orienting, training, supervising, and evaluating health assistants, aides, and unlicensed assistive personnel.
0013 Understand the importance of acquiring and maintaining current knowledge, competency, and credentials in school nursing practice.

For example:

- Recognize the importance of maintaining professional credentials and participating in regular relevant continuing education.
- Recognize the standards, statutes, guidelines, and policies that influence the evaluation of professional growth.
- Demonstrate an understanding of the importance of seeking, acquiring, and maintaining current knowledge and understanding of the skills required to practice in the specialty area of school nursing.
- Demonstrate an understanding of current areas of research and resources that are available for professional development.
- Demonstrate an understanding of how participation in regular professional dialogue, consultation with others, and continuous learning support personal development as a lifelong learner and health educator.
- Recognize effective methods for using observation, data collection, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- Recognize the value of participation in professional nursing and educational organizations.
- Identify strategies for increasing public awareness of the roles and positive effects of school nurses on student success and for promoting school nursing as a professional nursing specialty.

0014 Understand the uses of technology in school health services.

For example:

- Demonstrate an understanding of various technology-based productivity tools and their application to school nursing practice.
- Demonstrate an understanding of methods for adapting technology for school health services and for integrating technology into school health services.
- Recognize effective uses of available technology to document plans and interventions in a retrievable format and assure that the information stored in the system is maintained in a confidential manner.
- Recognize strategies for using available technology to enhance communication and knowledge.
1. When addressing the particular health needs of adolescents, a school nurse should be aware that students in this age group are likely to be:

   A. more willing to engage in wellness practices than younger or older individuals.
   
   B. more apt to talk to adults about health issues rather than friends because of potential embarrassment.
   
   C. most concerned about health conditions that affect their body image.
   
   D. fatalistic about health conditions because they feel they have little control over their lives.

2. When planning learning activities for a culturally diverse school population, it is essential for a school nurse to recognize that students from various cultural backgrounds:

   A. tend to share similar values about the importance of modesty in relation to health issues.
   
   B. may hold different beliefs related to the causes and prevention of illness.
   
   C. usually distrust health-care providers unless they share cultural or ethnic characteristics with themselves.
   
   D. regard traditional medical practices and alternative health practices as roughly equal in effectiveness.
3. Which of the following is the most appropriate approach for working with families in a respectful and nondiscriminatory manner?

   A. Be professional and sensitive to factors related to socioeconomic, ethnic, and cultural backgrounds.

   B. Attempt to find out pertinent characteristics of families' backgrounds before meeting with them.

   C. Acknowledge differences in background right away and use humor to put families at ease.

   D. Be friendly and curious, and ask specific questions about families' backgrounds and living situations.

4. **Use the information below to answer the question that follows.**

   A school nurse is speaking with a student who has some social language skills in English but whose primary language is a language other than English. The school nurse says, "Well, several kids have come in today. You may have the same thing that is going around."

   Which of the following parts of the school nurse's statement is most likely to be difficult for the student to understand?

   A. "several kids"

   B. "have come"

   C. "same thing"

   D. "going around"
5. A key component of a school nurse's role in promoting environmental health and safety within the school building is to:

A. ensure that regular maintenance is performed on the school's heating, cooling, and ventilation systems.

B. be familiar with and help implement Occupational Safety and Health Administration (OSHA) policies for schools.

C. encourage the use of cleaning products on school grounds that are free of toxic substances.

D. ensure that the school complies with all American Academy of Pediatrics (AAP) guidelines on environmental health.

6. A health education program based on the goals of the Illinois Learning Standards for Physical Development and Health should incorporate a major emphasis on activities that promote students':

A. use of strategies for managing contagious, chronic, and degenerative diseases.

B. understanding of career development paths in health promotion, health-care, and injury prevention fields.

C. use of problem-solving, communication, responsible decision-making, and team-building skills.

D. understanding of the stages of family development, characteristics of families, and the effects of family dynamics on individuals.
7. Which of the following organizations is responsible for establishing policies for a school health program and budgeting funds and resources for program services?
   A. the local school board of education
   B. the Illinois State Board of Education
   C. the U.S. Department of Education
   D. the United States Public Health Service

8. Which of the following strategies would be most effective in helping to document and monitor the quality of school nursing practices and interventions?
   A. forming a task force to critically evaluate current practices and local standards related to school nursing
   B. seeking local media coverage of unexpected health cases or situations as they occur
   C. maintaining daily program data sheets and detailed records of individuals served
   D. conducting ongoing research into school nursing practices and publishing findings in professional journals

9. A school nurse conducting a health screening of three- to five-year-olds as part of the Illinois Child Find Screening Data Collection System identifies a child who may have special needs. The nurse refers the child for a case study evaluation, and the district approves the request. Once the child's parents/guardians give permission for an evaluation, which procedure must be followed?
   A. The referral for a case study evaluation must be authorized by a qualified, licensed physician within ten school days.
   B. Types and durations of related medical services to benefit the child must be documented by the school nurse within 30 school days.
   C. A comprehensive case study evaluation of the student must be completed by a multidisciplinary team within 60 school days of the referral.
   D. The school nurse must complete a health history and a vision and hearing screening of the child before the case study evaluation is conducted.
Use the information below to answer the four questions that follow.

A middle school nurse is developing an individualized health-care plan for Anthony, a student with Diabetes Mellitus Type 1 (insulin dependent diabetes), who is beginning his first year at the middle school. The school nurse would like to use a collaborative style in the health management of this student.

10. At the beginning of the school year, in addition to developing an insulin schedule for Anthony, it is most important for the school nurse to:

A. confer with Anthony, his parents, and health-care provider regarding interventions for his abnormal blood sugar.

B. review with Anthony and his family current recommended nursing interventions for treating and monitoring episodes of diabetic ketoacidosis.

C. ensure that Anthony's family understands the etiology of diabetes as a pancreatic cell abnormality that is initiated by a viral or autoimmune disorder.

D. discuss the pathology and physiology of diabetes and what the future might hold for Anthony in relation to the disease.

11. The school nurse reviews the emergency plan on file that outlines steps to take if Anthony exhibits signs of hypoglycemia. According to current standards of school nursing practice, which of the following actions is most appropriate to take first in response to a hypoglycemic reaction in a conscious student?

A. Administer warm clear fluids or diet soda in sips.

B. Administer a protein source and monitor the student for 15 minutes.

C. Administer insulin according to the dose specified in the student's insulin schedule.

D. Administer glucose in the form of frosting gel, sugar cubes, fruit juice, or candy.
12. The school nurse would like to collaborate with Anthony's middle school teachers in managing his health-care needs. Which of the following is the most appropriate way of involving teachers in a health-care plan for this student?

A. suggesting to teachers that they buy and store simple snacks in the classroom in case of an acidosis or hypoglycemic reaction

B. asking teachers to designate a private corner or place in the classroom where Anthony can test and record his blood glucose levels

C. increasing teachers' understanding of diabetes, signs of early insulin reaction, and what to do if symptoms appear

D. developing a protocol and training course for teacher administration of glucagon in emergencies

13. The school nurse plans to meet with Anthony periodically to check on how he is managing his diabetes in the middle school setting. In these meetings, a primary goal of the nurse should be to:

A. ensure that he has a wide array of coping strategies, both short-term and long-term, for managing the disease.

B. summarize, in straightforward terms, the latest research into effective treatment and management of diabetes.

C. ensure that he is accurately implementing diet and exercise routines established by his primary care provider.

D. address any difficulties in his accommodations and barriers to the treatment regimen.
14. Which of the following best defines a key responsibility of the school nurse as an advocate for students?

A. serving as a surrogate parent or caregiver
B. acting as liaison between individual families and community health-care providers
C. communicating the health needs and rights of students to families, faculty and staff, and the community
D. specializing in accident prevention techniques and emergency care procedures

15. Which of the following best summarizes the consensus in the school nursing field as to how the focus of the school nurse role should be redirected?

A. from episodic or crisis-oriented caregiver to disease prevention and health-promotion specialist
B. from health data manager and record keeper to provider of first aid and emergency care
C. from counselor for health concerns to researcher and publisher of nursing practice outcomes
D. from advocate of students' health rights to planner and evaluator of coordinated school health programs

16. According to professional standards embodied in the Illinois Nursing and Advanced Practice Nursing Act, licensed advanced practice nurses (APNs) are expected to:

A. supervise, rather than carry out personally, routine clinical procedures involving students.
B. consult with a licensed physician before performing any clinical procedure beyond basic first aid.
C. carry out procedures and services that physicians normally perform, but only if a physician is on-site.
D. maintain a written collaborative agreement with a physician that specifies the types of care the APN may perform.

17. According to state guidelines related to responsibilities of school health program staff, which of the following functions is more appropriate for a health services clerk to carry out, rather than a school nurse?

A. assessing the nutritional needs of the overall student population in the school
B. overseeing medical treatment regimens that are self-administered by students
C. carrying out developmental screening tests that involve observation and interviewing
D. collecting, maintaining, and updating emergency information for all students
18. Which of the following best describes a valuable benefit of membership in the Illinois Association of School Nurses (IASN)?

A. The IASN provides a network of support and access to continuing education opportunities and resources related to comprehensive school health programs.

B. The IASN's members receive free training and education in areas such as pathophysiology, biology, and chemistry to help deal with emerging environmental health issues.

C. The IASN sponsors community events such as health fairs and free immunization clinics that help highlight the school nurse's role in the community.

D. The IASN's Web site provides links to the offices of physicians who have collaborative agreements with the organization, so members may consult online with physicians.

19. In order to maintain computerized records of student health information and data in a confidential manner, it is most important for the school nurse to ensure that the records are stored in files that:

A. are encrypted.

B. can only be accessed by administrators or pupil personnel services (PPS) staff.

C. cannot be printed out in hard copy form.

D. are password protected or use a system of restricted or "need to know" access.

20. When planning to integrate a new software program into the school health program, it is most important for the school nurse to do which of the following?

A. Survey members of the district's technology team informally to determine if they approve of the computer software.

B. Determine whether the computer software is appropriate for the comfort level of all potential users.

C. Preview and test the software to evaluate whether it works correctly with the computer system and media in the school.

D. Determine whether the software allows the sharing of information via personal digital assistants (PDAs).
ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

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<td>Understand the characteristics of human development and factors that affect development and learning.</td>
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<td>B</td>
<td>Understand basic concepts, principles, and knowledge underlying school health services.</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td>Understand basic concepts, principles, and knowledge underlying school health services.</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>Understand how to develop and implement developmentally appropriate health programs that support a safe and healthy learning environment.</td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
<td>Understand the processes of assessment and evaluation in the coordinated school health program.</td>
</tr>
<tr>
<td>9.</td>
<td>C</td>
<td>Understand the processes of planning and intervention in the coordinated school health program.</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>Understand the processes of planning and intervention in the coordinated school health program.</td>
</tr>
<tr>
<td>11.</td>
<td>D</td>
<td>Understand the processes of planning and intervention in the coordinated school health program.</td>
</tr>
<tr>
<td>12.</td>
<td>C</td>
<td>Understand the processes of instruction and counseling in the coordinated school health program.</td>
</tr>
<tr>
<td>13.</td>
<td>D</td>
<td>Understand the processes of instruction and counseling in the coordinated school health program.</td>
</tr>
<tr>
<td>14.</td>
<td>C</td>
<td>Understand the roles and responsibilities of the school nurse as the only health professional within the school organization who is prepared in both education and nursing.</td>
</tr>
<tr>
<td>15.</td>
<td>A</td>
<td>Understand the roles and responsibilities of the school nurse as the only health professional within the school organization who is prepared in both education and nursing.</td>
</tr>
</tbody>
</table>

(continued on next page)
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Response</th>
<th>Test Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>D</td>
<td>Understand laws, ethical guidelines, and professional standards that affect school nursing practice and the school community.</td>
</tr>
<tr>
<td>17.</td>
<td>D</td>
<td>Understand a variety of approaches to collaboration in the development and implementation of health-related curricula that address the issues and needs of students, family, staff, and community.</td>
</tr>
<tr>
<td>18.</td>
<td>A</td>
<td>Understand the importance of acquiring and maintaining current knowledge, competency, and credentials in school nursing practice.</td>
</tr>
<tr>
<td>19.</td>
<td>D</td>
<td>Understand the uses of technology in school health services.</td>
</tr>
<tr>
<td>20.</td>
<td>C</td>
<td>Understand the uses of technology in school health services.</td>
</tr>
</tbody>
</table>
EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the School Nurse test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the School Nurse test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

The School Nurse test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly.

Subarea Scores

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.
READING YOUR REPORT: A SAMPLE

A sample of a School Nurse test score report is provided below.

<table>
<thead>
<tr>
<th>Number of Test Items in Subarea</th>
<th>Subarea Name</th>
<th>Subarea Score</th>
<th>Performance Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 30</td>
<td>Foundations of Knowledge</td>
<td>273</td>
<td></td>
</tr>
<tr>
<td>31 to 40</td>
<td>The Coordinated School Health Program</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>31 to 40</td>
<td>Professional Roles and Responsibilities</td>
<td>217</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scaled Total Test Score</td>
<td>234</td>
<td></td>
</tr>
</tbody>
</table>

According to the above sample, the examinee did not pass the School Nurse test ①, because the examinee’s total test score of 234 ② is below the passing score of 240.

The examinee did better on the Foundations of Knowledge section ③ of the test than on the Professional Roles and Responsibilities section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.