Appendix H – Nurses' Rubric
Categories, Indicators, and Attributes of Effective Teaching for Nurses

I. Knowledge of Curriculum Content
(State Standard I: Curriculum, Planning, and Assessment)

The nurse promotes the learning and growth of all students by providing high-quality and coherent plans of care and instruction, designing and administering valid student assessments, analyzing student health data, using this data to improve care, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator 1. Curriculum Knowledge The nurse has strong knowledge specific to the subject matter or professional responsibility, has a good understanding of child development and how children learn through the ages, and designs effective plans of care and instruction to support student learning.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Professional Knowledge Attends professional development programs including school-based and/or school health related programs for updating clinical practice Applies newly acquired knowledge in clinical practice (e.g. new devices, mandates, updates) Utilizes evidence based practice Seeks professional	Does not attend required professional development Demonstrates poor understanding of medical knowledge and nursing technique	Attends required professional development but does not seek out additional training opportunities Demonstrates basic understanding of medical knowledge and nursing techniques	Routinely attends all professional development programs and additional training opportunities Routinely demonstrates solid and current knowledge and applies this to clinical practice Routinely engages students in behavioral, and social-emotional learning experiences through the use of educational	Consistently provides professional development and other training and supervision Consistently demonstrates deep and thorough understanding of medical knowledge and nursing techniques The nurse consistently displays extensive knowledge and expertise and serves as a model by participating in professional presentations,	Shares clinical updates, educational experiences and ideas with peers Creates/ revises Individual Healthcare Plans (IHCP) based on best practices Contacts appropriate clinical consultants e.g. MASSTART, PCP, or other healthcare specialists Data collection reflects new mandates Maintains a

resources when faced with new clinical situations (e.g. new student with diabetes, new genetic disorder) Follows the Nursing Standards of Conduct, as described by the Massachusetts BORN			and/or clinical practices that enable students to acquire knowledge and skills	mentoring, training, teaching, coaching, assisting, and/or demonstrating	record of professional development Professional development is consistent with the health needs of the population served

"Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), and 504 Plans. The type of plan the educator is responsible for depends who is being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Child and Adolescent Development Demonstrates awareness of developmental norms in working with his/her student population Individualizes care to meet student and building needs	Displays poor knowledge of child and adolescent development	Inconsistently demonstrates knowledge of students' developmental levels	Routinely demonstrates knowledge of students' developmental levels and the different ways students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended	Consistently displays expert understanding and knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns; understands the extent to which individual students follow the general patterns	Office surroundings; environment and educational/ resource materials demonstrate awareness of developmental norms Articulates understanding of developmental norms at student support meetings, staff meetings etc.

	Does not demonstrate the ability to adjust practice based upon knowledge of students' developmental levels	Does not always provide differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes	outcomes		Speaks to students at appropriate developmental level Staff resources demonstrate appropriate developmental level

II. Curriculum and Instruction Planning and Assessment
(State Standard I: Curriculum, Planning, and Assessment)

Uses a variety of methods of assessments to measure student learning, growth, and understanding as it relates to health and wellness and to develop differentiated interventions to enhance student learning.

Indicator 1. Planning Plans reflects differentiated activities, planning with colleagues, and attention to absenteeism and return to classroom time. Mandated screening follows state regulations.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Effective Plan Development Works to increase time on learning by identifying health causes for absenteeism Develops plans to decrease absences Develops and reviews healthcare plans	Is unable to prioritize and triage to minimize waiting time and time out of class Work flow is slow and disorganized	Inconsistently works to increase learning time for students Is aware of importance of minimizing time out of class but does not have a fully articulated plan to address this	Routinely works to increase learning time for students Is aware of importance of minimizing time out of class and has clear strategies to ensure that students miss the least amount of class time as	Proactively advocates for students with administrators, teachers and support personnel Is able to triage and prioritize student health encounters and strives to minimize unnecessary waiting time for assessment and treatment	Is aware of average return to class rate Appropriately triages and prioritizes health encounters and strives to minimize waiting Tracks attendance to identify students with potential issues and establishes plans to

Collaborates/creates re-entry plans for prolonged absences			possible	Consistently tracks and analyzes collected attendance data	address concern Contributes to and attends re-entry meetings
Assessments Methods Performs required screening of students and systematically evaluates the data to promote and improve student learning, growth and development	Does not conduct required assessments and/or the results yield inaccurate conclusions	Conducts perfunctory assessments of student but does not use data to promote wellness	Routinely administers detailed required assessments and collects data to measure student learning, growth, and/or development	Consistently conducts a variety of detailed and individualized assessments of students' needs in order to contribute to program planning Systematically evaluates the quality and effectiveness of assessments to promote and improve student learning, growth and development	Utilizes EHR appropriately to document student assessments, interventions, and outcomes EHR are current and complete Has undergone training on each mandated screening program and conducts all required screenings Follows up on screening referrals in a timely manner Documents completed referrals in student EHR Health Screening results are reported according to district and state requirements Makes appropriate recommendati

					ons for 504/SPED plans based on student health data
Analysis and Conclusions Individually and with colleagues, analyzes and forms appropriate conclusions of data to improve student learning, growth and development Regularly shares with colleagues conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development Uses Electronic Health Record (EHR) to collect and analyze data to promote and improve student learning,	Does not analyze data and therefore does not form conclusions of data to improve student health	Inconsistently works to analyze data and forms broad conclusions of data to improve student health	Routinely analyzes data thoroughly and draws appropriate conclusions about programs, plans, and practices to improve student learning, growth, and development	Based on assessment results and/or other data, consistently provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement	Analyzes BMI data and shares conclusions Analyzes injuries from playground and other school related events Works to increase safety measures Analyzes data on students at risk Shares screening data results with stakeholders (principal, wellness committees, school committees) Participates in Student At Risk, IEP, and 504 meetings Plans and implements short/long term academic accommodations regarding concussion regulations and/or new chronic

growth and development					diagnoses Discussions with students/parents regarding school health regulations and wellness policies

III. Classroom-Learning Environment
(State Standard II: Teaching All Students)

Creates and maintains a safe and collaborative learning environment that motivates students to practice good self care, challenge themselves, and claim ownership of their health care.

Indicator 1. Health Room Environment The health office is welcoming, is clean, organized, and well equipped.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Safe Learning Environment Maintains the health office to create a safe physical and emotional environment Creates and maintains a climate for addressing the health needs of students that ensure confidentiality	Does not organize office, or office is organized inappropriately for planned activities Medications are not properly stored Does not maintain a safe and confidential environment	Is partially successful in organizing office appropriately Medications are stored properly but are difficult to find. Inconsistently maintains a safe and confidential environment	Routinely organizes office appropriately for planned activities Medications are properly stored and organized Uses routines and appropriate responses that create and maintain a safe and confidential	Organizes office efficiently and continually assesses to improve Consistently reviews medications for expiration dates Actively seeks to maintain a safe and confidential environment and adjusts practice as needed	Maintains current immunization records Has all required medication and consent forms Addresses all students with respect and provides confidential space for students when necessary Protects privacy and confidentiality of personal health information of students and staff

	Lacks equipment necessary to provide care	Has most equipment	environment		
Student Motivation Recognizes and encourages opportunities for learning experiences Demonstrates respect and active listening that encourage student questions, participation and understanding about good self care	Has at least some interactions with students that are negative or inappropriate Does not encourage student questions, participation and understanding about appropriate level of self care	Has mostly positive interactions with students Inconsistently encourages student questions, active participation and understanding, and movement to appropriate level of self care	Routinely has positive and respectful interactions with students to cultivate comfort and trust Routinely encourages focus on self care	Consistently establishes respect and rapport with students so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship	Encourages students to participate in age appropriate activities such as Signs of Suicide prevention programs, Smoking Cessation, DARE and BAT Programs Models appropriate self care

Indicator 2. Cultural Proficiency The nurse actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Respects Differences and maintains a respectful environment Protects the students'	Does not protect students rights nor recognize the importance of being aware of diversity	Inconsistently protects students rights but does recognize diversity	Routinely uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and	Consistently establishes respect and rapport with students so that they seek out the nurse, reflecting a high degree of	Maintains confidentiality and modifies classes due to religious beliefs Understands cultural values

autonomy, dignity, rights, values, and beliefs when delivering care while recognizing cultural diversity			others' differences related to background, identity, language, strengths, and challenges	comfort and trust in the student- nurse relationship, and shares general findings with personnel, when appropriate	and beliefs; is sensitive to differences when interacting with students and their families Interacts with students, parents, families, and colleagues in a positive and respectful manner Advocates for students who may be experiencing emotional stress due to teasing/bullying; follows school district policies regarding conflict resolution Offers explanations to staff of student and family behavior related to cultural differences

IV. Instruction
(State Standard I: Curriculum, Planning, and Assessment & State Standard II: Teaching All Students)

The nurse promotes the learning and growth of all students through instructional practices that establishes high expectations, creates a safe and effective health office environment, and demonstrates cultural proficiency.

Indicator 1. Teaching all students Uses instructional and clinical practices that reflect high expectations regarding self care and advocacy and engages all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Meeting Diverse Needs Uses health promotions and health teaching methods appropriate to the situations and the students' values, beliefs, health practices, developmental level, learning needs, readiness, ability to learn, language preference, spirituality, culture and socioeconomic status	Does not adjust practice to address diverse needs Does not use appropriate practices to accommodate differences in learning styles	Inconsistently uses appropriate practices to accommodate diverse needs and differences in learning styles	Routinely seeks appropriate practice to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners	Consistently assesses practice and strives to discover the most effective culturally appropriate practices Consistently guides school culture towards health and wellness and shares knowledge with teachers, staff and students	Provides developmentally appropriate instruction regarding disease/ chronic condition/ health issues Developmentally appropriate teaching of positive health behaviors i.e. Nurse teaches preschool cough etiquette while an older child is taught additional self care behaviors/strategies and physiology of the upper respiratory tract

V. Expectations for Student Achievement
(State Standard II: Teaching All Students)

Plans and implements interventions and/or resources that set clear and high expectations and also makes knowledge, information, and/or resources accessible for all students.

Indicator I. Effective Communication The nurse uses clear and effective communication to convey information.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Clear and high Expectations Uses effective written, verbal, nonverbal and visual communication skills Uses language appropriate to students' age, developmental level, gender, race and ethnic background Assists students to achieve optimal levels of wellness through health education, health promotion, and preventative health services Adapts health teaching methods by introducing alternative modalities including technology, written	Does not use effective communication, does not adjust practice to student's age and developmental level	Usually uses effective communication but does not consistently adjust practice to address the student's age and develop-mental level	Clearly communicates and routinely enforces specific standards for student work, effort, and behavior Routinely reinforces ways that students can set and accomplish challenging goals through effective effort, and not depend on innate ability	Effectively models and is proactive and Is consistently resourceful in assisting students in setting and achieving goals Consistently provides thorough information to students, colleagues and families about the delivery of healthcare as a whole	Includes communicatio n boards as needed for special needs students Delivers developmentall y appropriate presentations and plans events focused on health issues IHCP clearly communicates plans for students with chronic health issues Successfully demonstrates epi-pen administration, proper use of an inhaler and nebulizer, and testing of blood glucose etc to students

materials or pictures, verbal reinforcement, supervised practice and any other teaching modality to promote student learning					

Indicator 2. Individualized instruction The nurse adapts instruction to enable students to access knowledge.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Access to Knowledge Demonstrates having full knowledge and understanding of national and state laws, district policies and procedures governing special education students, specialized education programs, chronically ill students, and the rights of the disabled Provides opportunities to access information and services on health/wellness to students through use of	Does not adapt instruction or services based upon full knowledge of national and state laws to improve student access to knowledge	Is aware of most of the national and state laws but does not use them to improve student access to knowledge	Routinely adapts instruction, services, plans, communication and/or assessments for students	Consistently consults with and advocates for students with administrators, teachers and support personnel and improves student access to knowledge	Participates in 504, IEP, and student support teams Health office has an "open door policy" Nurse is a resource for students with health questions /concerns Cites regulations related to medication administration, medical treatments, and other services as provided in the school setting Provides services related to American Disabilities Act for individual

community resources and media Initiates collaboration with classroom teachers, offering suggestions and additional resources when appropriate					students Provides appropriate education and supervision when delegating nursing activities

VI. Professional Responsibilities
(State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)

The nurse promotes the health learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator I. Reflection The nurse demonstrates the capacity to reflect on and improve their own practice, using formal and informal means to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Reflective Practice Reflects on student health outcomes to assess effectiveness of health office and/or classroom teaching	Does not reflect on effectiveness of interactions to improve practice and student outcomes	Inconsistently reflects on effectiveness of interactions to improve practice and student outcomes	Routinely reflects on the effectiveness of instruction, supports, and interactions with students, individually and with colleagues, and uses insights gained to improve practice and student outcomes	Based upon insights gained through self reflection, the nurse consistently contributes valuable ideas and expertise, and works with others to improve student results	Reviews health office data, including return to class rate and number and type of health office visits to determine strategies for improving outcomes
Attends	Cannot identify	Can identify			Reviews both

meetings with colleagues to discuss student issues e.g. IHCP, 504, IEPs Reflects on appropriate clinical skills and identifies areas of need to enhance knowledge of specific clinical skills Identifies and develops skills utilizing appropriate communicatio n techniques with parents/ families	specific areas in need of enhanced knowledge or skill building	general areas in need of enhanced knowledge or skill building			individual and school-wide absentee lists for illness trends Reviews data collection for parent/ guardian communicatio n, i.e. Monthly Report Updates, IHCP, 504 when indicated Self-assessment to discern areas of strength and areas for improvement

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Goal Setting Sets at least two "SMART" goals annually, one being a professional goal and the other addressing student growth, as required by state law Goals speak to health office	Does not set annual goals based on self-assessment or that are consistent with the educator evaluation regulations	Sets annual goals not entirely reflective of self assessment and growth, and that are not consistent with the educator evaluation regulations	Routinely sets annual goals that are measurable, based upon self reflection, and consistent with the educator evaluation regulations	Consistently sets challenging, measurable professional practice goals that are based on thorough self-assessment, analysis of student data, and that are consistent with educator evaluation regulations	Establishes goals in conjunction with district goals related to student needs Goals are clear and measurable Goals reflect self assessment in clinical practice and skill development

data and all DOE and DPH regulations Identifies and addresses clinical practice/skills/ needs					

Indicator 2. Professional Growth The nurse actively pursues professional development and learning opportunities to improve quality of practice.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Professional Learning and Growth Attends continuing education programs Meets with nursing colleagues Collaborates with the nurse leader to set program goals Stays current in practice through membership in state or national organization Licenses are current (ESE and BORN) Works to attain NCSN	Does not seek out ideas for improving practice Does not respond to ideas for improving teaching and learning	Does not implement new ideas on his/her own; has to be guided in identifying and trying-out new practices	Routinely seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well	Actively reaches out for new ideas and consistently engages in research with colleagues to innovate practices Consistently seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well	Maintains record of CEU certificates and education programs attended Maintains sufficient PDPs and CEUs for renewal of both BORN and ESE licensure Shares information learned at continuing education programs with colleagues Attains NCSN certification

Indicator 3. Collaboration The nurse collaborates effectively with colleagues on a wide range of tasks.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Professional Collaboration Collaborates with administrative and educational staff through staff meetings and membership in student support teams, and wellness committees Develops IHCP, 504 plans, or assists with development of IEPs Collaborates with counselors, social workers, and other specialized instructional support personnel	Does not collaborate with colleagues, misses meetings	Occasionally collaborates with colleagues but does so inconsistently	Routinely initiates collaboration with classroom teachers Routinely collaborates with colleagues through shared planning and/or informal conversation	Consistently and effectively initiates collaboration with classroom teachers, offering suggestions and additional resources when appropriate Meets at least weekly (or once per cycle at HS) with colleagues to plan units, share ideas, and analyze interim assessments	Attends meetings with district and school staff, parents and students and is considered an integral member of the educational team Member of the Crisis Team, School Health Advisory Council, Wellness Committee Meets with teachers at start of school to discuss health needs of students in classroom as deemed appropriate Communicates with nursing colleagues and other healthcare providers to establish best practices

Indicator 4. Responsibilities The nurse is ethical and reliable, and meets routine responsibilities. Shares school wide responsibility for the performance of all students.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Shared Responsibility Encourages and models professional behavior for students, families and staff Upholds the Standards of Conduct for the professional nurse Sets high expectations for student behavior and learning in the health office and in the classroom	Does not maintain professional behavior, or displays unprofessional behavior Does not have appropriate plans in place for substitute RN	Usually maintains professional behavior Has appropriate substitute RN plans in place but some information is missing or outdated	Routinely maintains professional behavior for students, families and staff Upholds the Standards of Conduct for the Profession Appropriate and up-to-date substitute plans	Consistently models and presents as a consummate professional in words, actions and appearance; always observes appropriate boundaries. Actively works to update substitute plans, and recruits and trains substitutes.	Demonstrates professional demeanor in words, actions, and appearance Meets the Professional Standards of Conduct as determined by the BORN Provides appropriate education and supervision when delegating nursing activities
Reliability Completes all assignments and tasks Work reflects a high quality of effort	Frequently skips assignments, is late, makes errors in records, and misses deadlines	Occasionally skips assignments, is late, makes errors in records, and misses deadlines	Is punctual and reliable with paperwork, duties, and assignments Keeps accurate and timely records	Consistently completes assignments conscien-tiously and punctually, and maintains meticulous records	Records of completed tasks, assignments, and all documentation is accurate

	Unsatisfactory	Needs Improvement	Proficient	Exemplary	Measurable Outcomes
Judgment Maintains professional behavior at all times Provides high quality care to all students Maintains privacy in health office for visits and phone communication Complies with all Massachusetts General Laws and Regulations Follows FERPA and HIPAA regulations where applicable	Does not maintain professional behavior. Violates student privacy Fails to comply with laws and regulations	Most often maintains professional behavior but does not have space maintained to provide for private communication Complies with all laws and regulations	Routinely maintains professional behavior Provides high quality care to ALL students Maintains private space in health office for visits and phone communica-tion Shares student health information appropriately on a need to know basis Complies with all MA General Laws and Regulations Always follows FERPA and HIPAA regulations	Is always ethical, honest, and forthright, uses impeccable judgment, respects confidentiality and follows special education procedural safeguards Consistently serves as a model for professional conduct	Demonstrates professional demeanor in words, actions, and appearance The nurse is ethical, forthright, and maintains confidentiality Written documentation of is in compliance with required laws and regulations (medication delegation training, EpiPen and 911 reporting)

			where applicable		
Attendance Is in health office as per contract Maintains a pool of Per Diem nurses and ensures that they are adequately oriented to office procedures.	Is frequently absent and does not plan well for coverage during absences	Is absent on occasion but plans reasonably well for coverage	Maintains good attendance, and plans well when he/she is absent	Consistently has perfect or near perfect attendance, and always ensures that students' needs are met if absent	Maintains a current Per Diem list and provides written instructions Uses personal and professional days appropriately

VII. Relationship with Students and Families
(State Standard II: Teaching All Students & State Standard IV: Professional Culture)

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator 1. Engagement Welcomes and encourages every family to become active participants in the health and wellness of the school community.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Parent/ Family Engagement Engages families, caregivers, and students in a variety of activities Uses/develops materials describing available school health services and expectations	Does not engage families to communicate available health services	Inconsistently engages families to communicate available health services Has made some effort but lacks materials,	Routinely uses a variety of strategies to support families to participate actively and appropriately Routinely updates parents on students' health	Promptly and frequently involves all parents, even those who are hard to reach, in supporting and caring for students with health related concerns Is consistently creative in developing a variety of ways	Attends required school events Includes families, caregivers, and students in activities such as the development of IHCP If requested, presents to parents and other community

(e.g. how to access medication orders for administration in school) Informs families of major public health initiatives (e.g. screenings, flu clinics) Maintains or contributes to a website for families with updated health information		ongoing communicatio n or website	and suggests ways to support health at home; attempts to contact hard to reach parents	to engage and communicate with families	members on a variety of health related topics

Indicator 2. Collaboration The nurse collaborates with families to create and implement strategies for supporting student learning and development regarding health both at home and at school.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Learning Expectations Uses a variety of teaching strategies to support learners: Visual / Verbal /Electronic/ discussions Provides materials in primary languages as needed; uses a translator as needed Promptly	Does not provide parents with expectations for student health Provides no information to families about the delivery of healthcare as a whole	Inconsistently provides parents with expectations for student health Provides limited though accurate information to families about the delivery of healthcare as a whole	Routinely provides information to families about the delivery of healthcare as a whole Has a well maintained website	Consistently provides parents with clear, user-friendly expectations for student health, behavior, and/or wellness Is consistently proactive and resourceful in providing thorough information to families about the delivery of healthcare as a whole	Provides parents/guardia ns with appropriate notification of mandated health screenings as per regulations Provides reports of outcomes of screenings to parents in a timely manner Contributes to school newsletters with timely health

communicates with families about the need for follow-up if the student does not pass the screening tests Seizes opportunities to develop family health literacy through distribution of updated health information i. e. articles, attending school events (in accordance with district policy)					information Responds promptly to parent concerns Promptly informs parents of changes in their student's health status

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**	**Measurable Outcomes**
Two-Way Communica-tion Engages in effective open dialogue – verbal and/or written Keeps families informed of health office visits involving significant injuries or illness, as appropriate Apprises	Does not communicate with parents to identify strategies for supporting health Makes little or no effort to contact parents about ways to help their child at home with	Updates easy to reach parents about how to help their children with health related concerns	Routinely updates parents on students' health and suggests ways to support health at home; attempts to contact hard to reach parents	Promptly and consistently frequently involves all parents, even those who are hard to reach, in supporting and caring for students with health-related concerns	Immediately communicates with parents/guardians regarding significant injury or illness. Refers to medical provider when indicated Assists staff members to identify students at risk of bullying and mental health related issues

families of progress and issues in chronic disease management Apprises families of concerns regarding possible behavioral mental health issues Jointly develops plans to address them with the family	health related concerns				and assists in the appropriate referral of these students Demonstrates positive, respectful interactions with families Responds promptly to parents calls and other requests for information

Rubric Point-Weighting System

Categories & State Standards	Category Weight/Rating Points
Category I: Knowledge of Curriculum Content (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category II: Curriculum and Instruction Planning and Assessment (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category III: Management of Classroom Environment (State Standard II: Teaching All Students)	**Category Weight = 10%** **Exemplary = 12** **Proficient = 8** **Needs Improvement = 4** **Unsatisfactory = 0**
Category IV: Instruction (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category V: Expectations for Student Achievement (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category VI: Professional Responsibilities (State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**
Category VII: Relationship with Students (State Standard II: Teaching All Students)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**

Summative Performance Rating Scale Based on Rubric Point-Weighting System

Exemplary	**112-120 Total Points**	**At least 112 and no Needs Improvement or Unsatisfactory rating on any Category.**
Proficient	**76-110 Total Points**	**At least Proficient on all four 20 percent Categories and no Unsatisfactory rating on any Category.**
Needs Improvement	**48-74 Total Points**	
Unsatisfactory	**≤ 46 Total Points**	