TLE Evaluation Rubric
Nurse
2026-2027

Domain/Relative Weight	*Dimension*		*Page*
Program Management 35%	1.	Program Scheduling	2
	2.	Collaboration	2
	3.	Clinic Environment	2
	4.	Discipline Focus	3
Instructional Skills 10%	5.	Educational Impact	4
Professional Services 35%	6.	Assessment	5
	7.	Records	6
	8.	Nursing Services	6
Professional Growth & Continuous Improvement 10%	9.	Uses Professional Growth as an Improvement Strategy	7
	10.	Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 5%	11.	Effective Interactions / Communications with Stakeholders	8
Leadership 5%	12.	Leadership Involvements	9

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1	Domain: **Program Management**	Dimension: **Program Scheduling**

Establishes a school health program within a goal-based program schedule.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not establish maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.

2	Domain: **Program Management**	Dimension: **Collaboration**

Collaboration is the fundamental key for the successful delivery of health services.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.

3	Domain: **Program Management**	Dimension: **Clinic Environment**

The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.

4	Domain: **Program Management**		Dimension: **Discipline Focus**	
	The Nurse clearly defines expected student behavior.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not maintain standards of school conduct and does not implement with consistency. Does not reiterate to ensure students are aware of behavioral expectations. Does not monitor the behavior of students during whole class, small group and health related activities. Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.	Occasionally maintain standards of school conduct and occasionally implements with consistency. Occasionally reiterate to ensure students are aware of behavioral expectations. Occasionally monitor the behavior of students during whole class, small group and health related activities. Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.	Maintain standards of school conduct and implements with consistency. Reiterate to ensure students are aware of behavioral expectations. Monitor the behavior of students during whole class, small group and health related activities. Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.	Standards of conduct have been established with consistent supporting peer based implementation. All students are aware of behavioral expectations. Monitor the behavior of all students during whole class, small group and health related activities. Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.	Standards of conduct have been established with initiating consistent peer monitoring. All students are aware of behavioral expectations and they follow procedures. Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment. Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.

5	Domain: **Instructional Skills**		Dimension: **Educational Impact**	
	Aligns health education needs with a health education curricula and educational focus.			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula. Does not serve as a resource person regarding health education, materials and services. Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.	Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula. Rarely serve as a resource person regarding health education, materials and services. Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.	Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula. Serve as a resource person regarding health education, materials and services. Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.	Assess and develop health education to meet the identified needs of the school community and school district. Willingly present health education, materials and services. Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.	Evaluate and redesign as needed health education to meet the identified needs of the school community and school district. Present health education, materials and services to peers and others in the school community. Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.

6	Domain: **Professional Services**		Dimension: **Assessment**	
The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.				
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy. Assessments provide delayed and inadequate feedback for accomplishing health goals.	Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy. Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.	Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction. Provides adequate and timely feedback from assessment results for accomplishing health goals.	Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction. Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.	Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction. Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals. Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.

7 Domain: **Professional Services** Dimension: **Records**

Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards. Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.	Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards. Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.	Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards. Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.	Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards. Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/ compliance requests such as health plans, etc.	Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards. Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.

8 Domain: **Professional Services** Dimension: **Nursing Services**

Provides the spectrum of nursing services with consistency and efficacy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate. Does not offer counseling for health related issues with referrals as appropriate. Does not offer home visits as necessary to collect data, plan, implement or evaluate care.	Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate. Rarely offers counseling for health related issues with referrals as appropriate. Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.	Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate. Consistently offers counseling for health related issues with referrals as appropriate. Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.	Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate. Provides counseling for health related issues with referrals as appropriate. Conducts home visits as necessary to collect data, plan, implement or evaluate care.	Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate. Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate. With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.

9	Domain: **Professional Growth and Continuous Improvement** **Uses Professional Growth as a Continuous Improvement Strategy.**			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

10	Domain: **Professional Growth and Continuous Improvement** **Exhibits behaviors and efficiencies associated with professionalism.**			
1 Ineffective	**2 Needs Improvement**	**3 Effective**	**4 Highly Effective**	**5 Superior**
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

11	Domain: **Interpersonal Skills** **Effective interactions and communications with stakeholders.**			
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Provides minimal or no information to families and makes no attempt to engage them in the health program. Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension Makes decisions based on self-serving interests. Never consults other staff or team members.	Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program. Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion. Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Interacts with families in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and makes an effort to engage families in the health program. Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations. Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and engages them in the health program. Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed. Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.	Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. Communication is clearly understood by diverse stakeholders. Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

12 Leadership

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events. Avoids becoming involved in school and district projects. Makes no effort to share knowledge with others or to assume professional responsibilities. Rarely contributes to the modification of school practices that would result in better meeting health needs. Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.	Participate in school events when asked. Participate in school and district projects when asked. Finds ways to contribute to the profession and follow through. Assume a proactive role in addressing health needs. Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.	Volunteer to participate in school events making a substantial contribution. Volunteer to participate in school and district projects making a substantial contribution. Participate actively in assisting others in the school community and or district. Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.	Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life. Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project. Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations. Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals. Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.