

## Rubric for Evaluating Colorado’s School Audiologists

### *Definition of an Effective School Audiologist*

Effective School Audiologists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to help diverse student populations have equitable access to academic instruction and participation in school-related activities. They strive to support outcomes and development in the least restrictive environment, close achievement gaps, and prepare diverse student populations for postsecondary and workforce success. Effective licensed School Audiologists employ and adjust evidence-based strategies and approaches to meet the unique needs of their students. They have a deep understanding of the interconnectedness of the home, school and community and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the academic achievement and personal/social development of their students.

<b>Quality Standard I: School Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.</b>				
Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> School Audiologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.				
<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Relates child development and learning to audiological practices.</li> <li>○ Applies knowledge of auditory, language, and psychosocial development to practice.</li> <li>○ Understands communication systems for children with hearing loss.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Incorporates information regarding general child and/or auditory development.</li> <li>○ Provides educationally and/or developmentally relevant audiological services.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Presents findings that help students, educators and parents understand the auditory, linguistic and developmental strengths and needs of students.</li> </ul>	<p><b>... and</b></p> <p><b>Students and Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Are given opportunities to learn about the ear and hearing, hearing loss, and impact on development.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Collaborate with audiologists and/or significant adults to explain their hearing and communication abilities to teachers, other students and significant adults.</li> </ul>
<b>Element b:</b> School Audiologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.				

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Ties together the relationship of hearing to learning.</li> <li>○ Understands the structure of learning environments.</li> <li>○ Makes educationally appropriate recommendation for instructional support.</li> <li>○ Has knowledge of educational options for students with auditory difficulties.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Relates audiological perspectives to the process of deciding the most effective learning environment for students.</li> <li>○ Communicates the relevancy of hearing and listening to student learning and achievement.</li> <li>○ Identifies barriers for learning for individual students and groups of students.</li> </ul>	<p>... and</p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Assists others in developing a clear understanding of hearing, hearing loss, and associated factors that impact student learning.</li> <li>○ Makes recommendations that are educationally relevant and designed to enhance communication access and learning.</li> <li>○ Utilizes a variety of strategies to reduce barriers and support communication and learning needs of students.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ With auditory difficulties receive accommodations and services in the educational setting so they have the opportunity to access their educational environment.</li> </ul> <p><b>Families or Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Understand the communication and learning implications for their students.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Receive audiology services relevant to the education setting and that accurately identify the parameters associated with their difficulty.</li> </ul>
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**Element c:** School Audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses data to inform decision making.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Makes appropriate educational and community referrals.</li> <li>○ Chooses suitable assessments and protocols for the populations served.</li> </ul>	<p>... and</p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Provides recommendations, reports and information that can be utilized to guide teaching, intervention and/or services.</li> <li>○ Connects evidence with functional abilities to support student goals and objectives.</li> </ul>	<p>... and</p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Receive data-driven information related to their student/child that can be utilized to guide teaching, intervention and/or services.</li> </ul>	<p>... and</p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Incorporate into their classrooms or homes recommendations by the audiologist to enhance students learning.</li> </ul>
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**Element d:** School Audiologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Has knowledge of systems and resources to assist students and families.</li> <li>○ Collaborates effectively with school, professionals, students, and families.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Utilizes community resources to support student needs.</li> <li>○ Incorporates information from family and/or outside agencies into service delivery.</li> </ul>	<p>... and</p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Differentiates and integrates relevant past and present health, social and family history.</li> <li>○ Serves as the educational liaison for students and collaborates with community providers.</li> </ul>	<p>... and</p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Know where to find information and services to support their students' needs.</li> </ul>	<p>... and</p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Seek out support from community resources provided.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Receive the necessary medical or community services.</li> </ul>
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**Element e: School Audiologists demonstrate knowledge of and expertise in their professions.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Participates in programs to identify and asses hearing loss.</li> <li>○ Uses appropriately calibrated equipment.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Provides services to ensure that students with auditory difficulties are identified, properly evaluated, and managed.</li> <li>○ Ensures proper maintenance and tracking of testing equipment and assistive technologies.</li> <li>○ Documents and maintains records of services provided in an organized and systematic manner.</li> </ul>	<p>... and</p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrates a commitment to the identification and management of students with auditory difficulties.</li> <li>○ Promotes awareness of hearing, listening, and learning through formal or informal inservices.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have access to free and appropriate audiology services as part of their education.</li> </ul> <p><b>Students and/or Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Know when an auditory difficulty is suspected and appropriate steps to support their student through the process.</li> </ul>	<p>... and</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ With hearing and other auditory difficulties are identified within a reasonable time of the suspected difficulty.</li> </ul>
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○ Professional Practice is **Observable** during an observation of a session.  
 □ Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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		<b>Ratings</b> (# Points per rating at this level)	<b>NE</b> (0)	<b>PP</b> (1)	<b>P</b> (2)	<b>A</b> (3)	<b>E</b> (4)	<b>Total Points</b>
<b>Element a:</b> School Audiologists demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.								
<b>Element b:</b> School Audiologists demonstrate knowledge of effective services and/or specially designed instruction that reduce barriers to and support learning in literacy, math, and other content areas.								
<b>Element c:</b> School Audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.								
<b>Element d:</b> School Audiologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.								
<b>Element e:</b> School Audiologists demonstrate knowledge of and expertise in their professions.								
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>		<b>Overall Rating for Standard I:</b> <div style="border: 1px solid black; background-color: #c6e0b4; width: 100%; height: 20px; margin-top: 5px;"></div>						
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>								
<b>Comments of person being evaluated. (Optional)</b>								

**Quality Standard II:** School Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p><b>Element a:</b> School Audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.</p>				
<p><b>There is inadequate evidence that the Audiologist</b> supports a learning environment in which:</p> <ul style="list-style-type: none"> <li>○ Communication access is a priority.</li> <li>○ Physical and/or acoustical accessibility of the learning environment is considered.</li> </ul>	<p><b>The Audiologist</b> supports a learning environment that:</p> <ul style="list-style-type: none"> <li>○ Provides communication and auditory access.</li> <li>○ Promotes acceptance of hearing loss and hearing technology.</li> <li>○ Nurtures student self-concept.</li> </ul>	<p><b>.. and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Offers an array of functional solutions and technologies to improve students' auditory and communication access.</li> <li>○ Provides consultation and/or training that addresses communication access for students with hearing difficulties.</li> </ul>	<p><b>.. and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have access to services that promote their ability to communicate with their peers, teachers and others in their environment.</li> <li>○ Collaborate with stakeholders to identify obstacles and maintain full access to instruction.</li> </ul>	<p><b>.. and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have full access to auditory and spoken information in their educational environment regardless of mode of communication.</li> <li>○ With auditory disorders have positive self-concepts.</li> <li>○ Feel confident to express their needs related to hearing, technology, and/or learning.</li> <li>○ Understand variables that impact and/or support access to instruction.</li> </ul>
<p><b>Element b:</b> School Audiologists demonstrate respect for diversity within the home, school, and local and global communities.</p>				
<p><b>There is inadequate evidence that the Audiologist</b> supports an educational environment in which:</p> <ul style="list-style-type: none"> <li>○ Student and family background is considered in planning assessments and/or interventions.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses tools, assessments, and materials that are culturally appropriate and free from cultural bias.</li> <li>○ Respects the individual differences of students and families.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist</b></p> <ul style="list-style-type: none"> <li>○ Seeks services and resources to meet the diverse needs of students and families.</li> <li>○ Demonstrates sensitivity to cultural differences within family systems including deaf culture.</li> </ul>	<p><b>... and</b></p> <p><b>Students and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Receive comprehensive, unbiased information regarding hearing loss, communication options, educational programming, and amplification options.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist</b></p> <ul style="list-style-type: none"> <li>○ Contributes to, designs, implements, and/or evaluates prevention and intervention programs that integrate a variety of home, school and community resources.</li> </ul>
<p><b>Element c:</b> School Audiologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.</p>				

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Recognizes individual differences and unique situations and adjusts practices as appropriate.</li> <li>○ Uses procedures that are developmentally appropriate.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Makes recommendations and or referrals based on unique needs of students.</li> <li>○ Delivers services appropriate to the receptive and expressive abilities of students.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Incorporates procedures and tools that specifically address educational and referral concerns.</li> <li>○ Dynamically adapts to the behavioral level of the child.</li> </ul>	<p><b>... and</b></p> <p><b>Students and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Receive recommendations, supports, and/or services that reflect individual differences, strengths and needs.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Understand their own strengths and needs as unique individuals and how to participate accordingly in their learning environment.</li> </ul>
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**Element d:** School Audiologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Communicates effectively with students, families and other professionals.</li> <li>○ Fosters an environment that is inviting to students, families and significant adults.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Explains purpose, procedures and outcomes using jargon-free language.</li> <li>□ Uses appropriate communication supports (interpreters and translators).</li> <li>□ Provides verbal and written information that is clear and understandable to the listener.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>□ Partners with families and significant adults to help students meet education goals.</li> <li>□ Counsels students, families and staff regarding the educational impact of hearing loss and other auditory difficulties in a relevant manner.</li> </ul>	<p><b>... and</b></p> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>□ Are encouraged and supported to fully participate in their child's education.</li> <li>□ Willingly share information that may impact student learning.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Communicate freely and openly with audiologist.</li> </ul>	<p><b>... and</b></p> <p><b>Families and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>□ Seek the audiologist's assistance to find resources and services to support student needs.</li> <li>□ Partner with the audiologist and the school for the benefit of their students.</li> </ul>
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**Element e:** School Audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Has strategies to guide student behavior during service provision.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Structures services to minimize interruption of instructional time.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Makes maximum use of service provision time.</li> <li>○ Maintains a safe and orderly environment.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Stay on task.</li> <li>○ Participate actively.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Understand what is expected of them.</li> </ul>
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○ Professional Practice is **Observable** during an observation of a session.  
 □ Professional Practice is **Not Observable** during an observation of a session.

**Examples of Artifacts that may be used to provide evidence of performance:**

**Evidence of performance provided by artifact:**

<input type="checkbox"/> Self-Advocacy Checklists	
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School Audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.							
<b>Element b:</b> School Audiologists demonstrate respect for diversity within the home, school, and local and global communities.							
<b>Element c:</b> School Audiologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.							
<b>Element d:</b> School Audiologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.							
<b>Element e:</b> School Audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.							

<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>	<b>Overall Rating for Standard II:</b> <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #c6e0b4;"></div>
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**Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.**

**Comments of person being evaluated. (Optional)**

**Quality Standard III:** School Audiologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>Element a:</b> School Audiologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.				
<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Adheres to legal requirements such as state screening laws and special education procedures.</li> <li>○ Responds and follows up to referrals, concerns and questions in a timely or appropriate manner.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Participates in the development of student plans as a member of the educational team.</li> <li>○ Completes evaluations and reports for students with identified hearing loss within mandated time limits.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Determines eligibility for special education in accordance with ECEA rules.</li> <li>○ Develops plans for general and special education students that strive for equal access to the learning environment.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have educational and/or intervention plans that align with educational law and district policy including appropriate services, placements, accommodations and modifications.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ With hearing difficulties are provided with equal access to the learning environment, allowing them to achieve to their potential.</li> </ul>
<b>Element b:</b> School Audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Selects appropriate protocols of assessment and data-collection.</li> <li>○ Utilizes multiple sources of data.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Provides audiology assessments that are targeted to educational and communication needs of student.</li> <li>○ Conducts various levels of evaluation including: screening, observation, interview and functional assessments to identify students' strengths and needs.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Utilizes a comprehensive assortment of audiological tests to analyze students' hearing abilities, technologies and/or environments.</li> <li>○ Integrates traditional audiometric data and functional assessment data in the educational context.</li> </ul>	<p><b>... and</b></p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Understand audiologic and functional test data and uses it to inform instruction and provide accommodations.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Receive individualized services and interventions that are tailored to the specific ways in which their hearing loss impacts them in the classroom, based on an analysis of assessment data.</li> </ul>
<b>Element c:</b> Audiologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.				



<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Assists in planning for and/or providing evidence-based interventions for students.</li> <li>○ Provides consultation to promote effective implementation of services.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses protocols to measure ongoing progress and/or outcomes for students who receive accommodations or specialized instruction.</li> <li>○ Collects multiple data points and a body of evidence to monitor student progress or outcomes over time.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Analyzes assessment information with other discipline-specific information to guide educational practices and enhance student learning.</li> <li>○ Provides information and affective counseling to students, peers, families and/or staff.</li> <li>○ Plans for and/or provides evidence-based interventions for students with fidelity.</li> </ul>	<p><b>... and</b></p> <p><b>Teachers and Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Implement accommodations and change educational practices based on consultation to better meet students' needs and ensure access to instruction.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Receive appropriate modifications and accommodations that positively affect their participation and achievement.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Receive services and interventions that are individualized and improve access to general education or modified curriculum and make progress towards educational, communicative and social goals.</li> <li>○ Assume ownership for their IEP goals related to hearing, hearing loss, and hearing technology.</li> </ul>
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**Element d:** Audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Uses procedures to evaluate the need for hearing assistance technology (HAT).</li> <li>○ Provides HAT when appropriate.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Refers to guidelines for the fitting, evaluation, and use of hearing assistance technology (HAT)</li> <li>○ Issues hearing technology in accordance with students' needs.</li> <li>○ Provides and/or supports routine technology monitoring for students.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Ensures that personal and hearing assistance technology is optimally fit and functioning by using a variety of evaluation methods.</li> <li>○ Utilizes District systems for the purposes of tracking and documenting assessment data, communicating with stakeholders, and in the development of IEPs and 504 plans.</li> </ul>	<p><b>... and</b></p> <p><b>Students, Teachers and/or Significant Adults:</b></p> <ul style="list-style-type: none"> <li>○ Understand the importance of utilizing HAT and are knowledgeable about the function and maintenance of HAT.</li> <li>○ Utilize HAT on a consistent basis.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have access to appropriate hearing technology.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Have equipment that functions on a consistent basis and provides improved auditory access.</li> <li>○ Are able to identify when HAT is not functioning and are able to perform basic troubleshooting.</li> </ul>
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**Element e:** School Audiologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Collaborates to develop appropriate interventions, goals, accommodations, and/or modifications.</li> <li>○ Considers the access and self-advocacy skills of students.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Participates actively on multidisciplinary teams to determine needs, services, and educational placement.</li> <li>○ Provides training to students and/or significant adults to facilitate a better understanding of the impact of auditory impairments on student development and learning.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Supports goals and objectives that are written and implemented for hearing and listening needs across a variety of environments and situations.</li> <li>○ Encourages self-management of hearing needs when appropriate.</li> </ul>	<p><b>... and</b></p> <p><b>Students and Stakeholders:</b></p> <ul style="list-style-type: none"> <li>○ Are able to advocate for listening and communication needs.</li> <li>○ Are able to troubleshoot access issues and hearing technology independently or collaboratively.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Are equipped to locate appropriate services (post-secondary, community resources, medical referrals)</li> <li>○ Assume ownership for and take initiative to use technology.</li> <li>○ Are able to articulate what they are learning.</li> </ul>
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**Element f: Audiologists communicate effectively with students.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Establishes rapport with students.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Establishes rapport with students while performing assessments or providing services.</li> <li>○ Explains audiologic findings and/or provides feedback to students when appropriate.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Collaborates with students and staff to ensure that students and/or caregivers understand hearing, listening, and learning needs.</li> </ul>	<p><b>..... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Feel and/or appear comfortable interacting with the audiologist and advocating for their needs when possible.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Understand the nature of their hearing loss, the etiology (if known) and the unique ways in which their hearing loss affects them at school and in other environments.</li> </ul>
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**Element g: School Audiologists develop and/or implement services and/or specially designed instruction unique to their professions.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Considers classroom acoustics and its effects on the learning environment.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ When needed, participates in measurement of classroom acoustics.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li>○ Services as a resource for methods of addressing classroom acoustics.</li> </ul>	<p><b>... and</b></p> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>○ Are able to provide instruction in an environment that enhances audibility while reducing vocal strain and stress.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>○ Are able to access instruction in an environment that is acoustically appropriate.</li> </ul>
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<p><b>Examples of Artifacts that may be used to provide evidence of performance:</b></p>	<p><b>Evidence of performance provided by artifact:</b></p>
<p><input type="checkbox"/> Individual Student Assessments</p>	
<p><input type="checkbox"/> IEP Reports</p>	
<p><input type="checkbox"/> <b>Communication plans</b></p>	

<input type="checkbox"/> Audioscan printouts	
<input type="checkbox"/> Self-advocacy checklists	
<input type="checkbox"/> Chart notes	
<input type="checkbox"/> Emails	
<input type="checkbox"/> SIFTERS, LIFE, Fisher Checklists etc.	
<input type="checkbox"/> Audiological reports	
<input type="checkbox"/> FLE reports	
<input type="checkbox"/> Classroom acoustics data & recommendations	
<input type="checkbox"/>	
<input type="checkbox"/>	
	<b>Ratings</b> (# Points per rating at this level)
	<b>NE (0)</b>
	<b>PP (1)</b>
	<b>P (2)</b>
	<b>A (3)</b>
	<b>E (4)</b>
	<b>Total Points</b>
<b>Element a:</b> School Audiologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts' organized plans of instruction and the individual needs of their students.	
<b>Element b:</b> School Audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.	
<b>Element c:</b> School Audiologists plan and consistently deliver services and/or specially designed instruction that integrate multiple sources of data to inform practices related to student needs, learning, and progress toward achieving academic standards and individualized student goals.	
<b>Element d:</b> School Audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.	
<b>Element e:</b> School Audiologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.	
<b>Element f:</b> School Audiologists communicate effectively with students.	
<b>Element g:</b> School Audiologists develop and/or implement services and/or specially designed instruction unique to their professions.	
<b>0 to 5 Total Points = Not Evident</b> <b>6 to 11 Total Points = Partially Proficient</b> <b>12 to 17 Total Points = Proficient</b> <b>18 to 23 Total Points = Accomplished</b> <b>24 to 28 Total Points = Exemplary</b>	<b>Overall Rating for Standard III:</b> <div style="border: 1px solid black; background-color: #c8e6c9; width: 100px; height: 20px; margin: 5px auto;"></div>
<b>Evaluator Comments (Required for Ratings of "Not Evident" or "Partially Proficient" and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>	
<b>Comments of person being evaluated. (Optional)</b>	

**Quality Standard IV: School Audiologists reflect on their practice.**

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**Element a: School Audiologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the importance of knowing how student learning occurs and/or how hearing impacts student learning.</li> <li><input type="checkbox"/> Collects and analyzes student data to inform practice.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the importance of knowing how student learning is impacted by hearing and associated difficulties and what can be done to improve student outcomes.</li> <li><input type="checkbox"/> Dialogues with colleagues to make connections between school and classroom data and research-based practices.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b> applies knowledge of hearing ability, student learning, development, and growth to the development of :</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accommodation plans.</li> <li><input type="checkbox"/> Environmental &amp; Instructional strategies.</li> <li><input type="checkbox"/> Monitors and evaluates professional practices to determine what works for students.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively investigates and considers new ideas to enhance practices that improve student outcomes.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applies and evaluates new and innovative strategies for continuous improvement of professional practice.</li> </ul>
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**Element b: School Audiologists link professional growth to their professional goals.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses performance feedback from supervisor and/or colleagues to improve practice.</li> <li><input type="checkbox"/> Completes required professional development.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has professional growth goals.</li> <li><input type="checkbox"/> Understands which professional development activities will help to address student and school needs.</li> <li><input type="checkbox"/> Participates in high quality professional development opportunities to meet professional goals.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b> Develops professional goals based on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Likelihood of having a positive impact on student learning.</li> <li><input type="checkbox"/> Alignment with professional practice standards, content standards and school and district initiatives.</li> <li><input type="checkbox"/> Current research.</li> <li><input type="checkbox"/> Student needs.</li> <li><input type="checkbox"/> Learns new skills to improve professional practice.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and follows a long-term professional development plan.</li> <li><input type="checkbox"/> Applies knowledge and skills learned through professional development to inform practice decisions.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Willingly tries new and different methods of delivering practice.</li> </ul>
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**Element c: School Audiologists respond to complex, dynamic environments.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <p><input type="checkbox"/> Demonstrates good time management and organizational skills.</p>	<p><b>The Audiologist:</b></p> <p><input type="checkbox"/> Demonstrates effective time management and organizational skills.</p>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <p><input type="checkbox"/> Prioritizes professional activities based on student needs and district resources.</p>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <p><input type="checkbox"/> Demonstrates flexibility based on shifting priorities and activities.</p>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <p><input type="checkbox"/> Expands role to incorporate more comprehensive responsibilities.</p>
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Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:
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	Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points
<b>Element a:</b> School Audiologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.							
<b>Element b:</b> School Audiologists link professional growth to their professional goals.							
<b>Element c:</b> School Audiologists respond to complex, dynamic environments.							

<p><b>0 to 1 Total Points = Not Evident</b></p> <p><b>2 to 4 Total Points = Partially Proficient</b></p> <p><b>5 to 7 Total Points = Proficient</b></p> <p><b>6 to 10 Total Points = Accomplished</b></p> <p><b>11 to 12 Total Points = Exemplary</b></p>	<p style="text-align: center;"><b>Overall Rating for Standard IV:</b></p> <div style="border: 1px solid black; height: 30px; width: 100%; background-color: #d9ead3;"></div>
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**Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.**

**Comments of person being evaluated. (Optional)**

**Quality Standard V: School Audiologists demonstrate collaboration, advocacy and leadership.**

Not Evident	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**Element a: School Audiologists collaborate with internal and external stakeholders to meet the needs of students.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Establishes and promotes positive interpersonal relationships.</li> <li><input type="radio"/> Contributes to committees and teams.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Collaborates with district and community identification programs to ensure identification of students with hearing needs.</li> <li><input type="radio"/> Builds professional and personal trust and credibility with others.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Establishes communication and serves as an effective liaison with district and community service providers.</li> <li><input type="radio"/> Contributes to district and/or community committees and teams.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Collaborates with students, teachers, and parents to facilitate a greater understanding of the impact of noise exposure and hearing loss prevention.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Works collaboratively with other school personnel to create and/or maintain a multitiered continuum of services to support students' attainment of academic, communicative, social and emotional goals.</li> </ul>
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**Element b: School Audiologists advocate for students, families, and schools.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in activities designed to improve policies and procedures that affect student learning.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements school and district policies and procedures with fidelity.</li> <li><input type="checkbox"/> Reaches out to students, families, and the community in order to understand their needs.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to and/or participates in school and district task forces and committees to advocate for students.</li> <li><input type="checkbox"/> Discusses potential revisions to policies and procedures with administrators in order to better address student and school needs.</li> </ul>	<p><b>... and</b></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give feedback or offer suggestions on their educational experience.</li> <li><input type="checkbox"/> Recognize practices that improve their access to learning opportunities.</li> </ul>	<p><b>... and</b></p> <p><b>Students and Significant Adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for themselves and their needs.</li> </ul>
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**Element c: School Audiologists demonstrate leadership in their educational setting(s).**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes opportunities to develop leadership skills.</li> <li><input type="checkbox"/> Works collaboratively for the benefit of students.</li> <li><input type="checkbox"/> Supports district and/or school goals and initiatives.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributes to committees and teams within their educational setting.</li> <li><input type="checkbox"/> Maintains a positive, productive and respectful relationship with colleagues.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares knowledge of helpful practices with colleagues.</li> <li><input type="checkbox"/> Participates in school activities beyond those expected of all audiologists or other Specialized Services Professionals.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides leadership to teams in order to harness the skills and knowledge of colleagues.</li> <li><input type="checkbox"/> Confers with administrators to improve working and student learning conditions.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist</b> initiates and leads collaborative activities with colleagues to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share ideas to improve student outcomes</li> <li><input type="checkbox"/> Contribute to state, district, or school goals.</li> <li><input type="checkbox"/> Support struggling students.</li> </ul>
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**Element d: School Audiologists contribute knowledge and skills to educational practices and their profession.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is willing to share expertise with colleagues.</li> <li><input type="checkbox"/> Understands the importance of supporting colleagues.</li> </ul>	<p><b>The Audiologist</b> collaborates with colleagues to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support student growth and development.</li> <li><input type="checkbox"/> Contribute to state, district and team goals.</li> <li><input type="checkbox"/> Enhance opportunities for professional growth.</li> <li><input type="checkbox"/> Provide input into the management of department/team.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads professional growth and development activities whenever possible.</li> <li><input type="checkbox"/> Participates in district-wide decision-making processes.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates awareness of professional associations and leadership opportunities.</li> <li><input type="checkbox"/> Mentors and/or supervises other professionals or trainees to facilitate their professional development.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for the inclusion of School Audiologists in education and government decision-making processes.</li> </ul>
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**Element e: School Audiologists demonstrate high ethical standards.**

<p><b>There is inadequate evidence that the Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of student records as required by law.</li> <li><input type="checkbox"/> Understands the need to hold high standards for himself/herself and others.</li> </ul>	<p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adheres to standards of professional practice.</li> <li><input type="checkbox"/> Maintains confidentiality of student and colleague interactions as well as student and personal data.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.</li> </ul>	<p><b>... and</b></p> <p><b>The Audiologist:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models and sets expectations for ethical behavior for staff and/or students.</li> </ul>
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Professional Practice is **Observable** during an observation of a session.  
 Professional Practice is **Not Observable** during an observation of a session.

Examples of Artifacts that may be used to provide evidence of performance:	Evidence of performance provided by artifact:						
<input type="checkbox"/>							
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Ratings (# Points per rating at this level)	NE (0)	PP (1)	P (2)	A (3)	E (4)	Total Points	
<b>Element a:</b> School Audiologists collaborate with internal and external stakeholders to meet the needs of students.							
<b>Element b:</b> School Audiologists advocate for students, families and schools.							
<b>Element c:</b> School Audiologists demonstrate leadership in their educational setting(s).							
<b>Element d:</b> School Audiologists contribute knowledge and skills to educational practices and their profession.							
<b>Element e:</b> School Audiologists demonstrate high ethical standards.							
<b>0 to 3 Total Points = Not Evident</b> <b>4 to 7 Total Points = Partially Proficient</b> <b>8 to 12 Total Points = Proficient</b> <b>13 to 16 Total Points = Accomplished</b> <b>17 to 20 Total Points = Exemplary</b>				<b>Overall Rating for Standard V:</b> <div style="border: 1px solid black; background-color: #d9ead3; width: 100px; height: 20px; margin: 5px auto;"></div>			
<b>Evaluator Comments (Required for Ratings of “Not Evident” or “Partially Proficient” and recommended for all rating levels). Please indicate the element for which the comment applies if not for the standard as a whole.</b>							
<b>Comments of person being evaluated. (Optional)</b>							

**Quality Standard VI:** School Audiologists take responsibility for student outcomes.

- Element a:** School Audiologists demonstrate high levels of student outcomes consistent with the requirements of their respective professions.
- Element b:** School Audiologists demonstrate their ability to utilize multiple sources of evidence to evaluate their practice, and make adjustments where needed to continually improve student outcomes.



PILOT