

# Rubric for Evaluating Colorado’s Specialized Service Professionals: Audiologist Simulation

## Definition of an Effective Audiologist

Effective audiologists are vital members of the education team. They are properly credentialed and have the knowledge and skills necessary to facilitate equitable access and participation in school-related activities. Effective audiologists strive to support growth and development in the least restrictive environment, close achievement gaps and prepare diverse student populations for postsecondary and workforce success. Effective audiologists manage hearing assistance technology for students and educators and utilize evidence-based strategies to remove barriers to learning. They identify hearing loss and other auditory difficulties and they monitor, interpret and communicate the impact of hearing on listening, learning and academic growth. Effective audiologists provide services that are comprehensive and designed to address each student’s individual academic, communication and psychosocial needs. 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</b>				
Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.				
Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT A:</b> 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>THE AUDIOLOGIST:</b> ✓ Relates general child and auditory development to audiological practices.	. . . and <b>THE AUDIOLOGIST:</b> ✓ Applies knowledge of auditory, language and psychosocial development to practice.  ✓ Demonstrates an understanding of communication systems and educational options for children with hearing loss.	. . . and <b>THE AUDIOLOGIST:</b> ✓ Assists others in understanding the auditory, linguistic and developmental factors that impact student learning.	. . . and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Demonstrate understanding of the impact of hearing on development and communication.	. . . and <b>STUDENTS:</b> <input type="checkbox"/> Make progress toward auditory, language and communication goals.

## QUALITY STANDARD I

Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT B:</b> 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>THE AUDIOLOGIST:</b> ✓ Identifies barriers to learning, including those related to hearing and listening.	... and <b>THE AUDIOLOGIST:</b> ✓ Recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.	... and <b>THE AUDIOLOGIST:</b> ✓ Utilizes a variety of strategies and resources to support communication and reduce barriers to student learning.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Identify barriers to hearing, communication, or learning.	... and <b>STUDENTS:</b> <input type="checkbox"/> Demonstrate increased access to the instructional environment.
<b>ELEMENT C:</b> Audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
<b>THE AUDIOLOGIST:</b> ✓ Demonstrates an understanding of the concept and importance of using evidence-based audiological practices.	... and <b>THE AUDIOLOGIST:</b> ✓ Provides services that are consistent with current research and standards of practice.	... and <b>THE AUDIOLOGIST:</b> <input type="checkbox"/> Provides recommendations, reports and information that reflect a connection between student data and evidence-based audiological practices.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Implement audiologist's information to improve access to and participation in the learning environment.	... and <b>STUDENTS:</b> <input type="checkbox"/> Demonstrate benefit from audiologist's instruction and research-based services.
<b>ELEMENT D:</b> Audiologists demonstrate knowledge of the interconnectedness of home, school and community influences on student achievement.				
<b>THE AUDIOLOGIST:</b> ✓ Recognizes the importance of home, school and community on the impact on student learning.	... and <b>THE AUDIOLOGIST:</b> ✓ Utilizes community and school resources to support student needs. ✓ Makes appropriate educational and community referrals.	... and <b>THE AUDIOLOGIST:</b> ✓ Differentiates and integrates relevant past and present health, social and family history. <input type="checkbox"/> Serves as an educational liaison for students and collaborates with community providers.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Utilize support from community and school resources.	... and <b>STUDENTS:</b> <input type="checkbox"/> Experience a continuum of support from family, school and community.

**QUALITY STANDARD I**

Audiologists demonstrate mastery of and expertise in the domain for which they are responsible.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT E:** Audiologists demonstrate knowledge of and expertise in their profession.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Demonstrates an understanding of state and national educational audiology standards of practice.</li></ul>	<p>... and</p> <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></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>☐ Provides audiology expertise to educational teams and families.</li></ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"><li>☐ Access services that meet educational audiology standards of practice.</li></ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"><li>☐ Demonstrate benefits from the expert services of the audiologist.</li></ul>
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*Evaluator Comments:*  
*(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:*  
*(Please indicate the element for which the comment applies if not for the standard as a whole.)*

**QUALITY STANDARD II**

Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT A:** Audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Demonstrates an understanding of his or her role in providing students with a safe and accessible environment.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Supports a learning environment focusing on communication access.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Nurtures student self-concept by promoting understanding and acceptance of hearing challenges and hearing technology.</li></ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"><li>✓ Make progress toward developing positive self-concepts.</li></ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate effective communication with their peers, teachers and others in their environment.</li><li>✓ Express their needs related to hearing, technology and/or learning.</li></ul>
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## QUALITY STANDARD II

Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT B:</b> Audiologists demonstrate respect for diversity within the home, school and local and global communities.				
<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Respects the diverse background of students and their families.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Uses tools, assessments and materials that are culturally appropriate.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Provides unbiased information regarding hearing loss, communication options, educational programming and technology options.</li> <li>✓ Demonstrates sensitivity to cultural differences within family systems including deaf culture.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate respect for each other and the audiologist.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>✓ Engage in respectful and open dialogue with each other and the audiologist.</li> </ul>
<b>ELEMENT C:</b> Audiologists engage students as unique individuals with diverse backgrounds, interests, strengths and needs.				
<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Treats students as individuals.</li> </ul>	<p>... and</p> <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 or assessments appropriate to the developmental, receptive and expressive abilities of students.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Utilizes procedures and tools that specifically address individual educational and referral concerns.</li> <li>☐ Dynamically adapts to the behavioral level of the child.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>☐ Participate in services which take into account their unique backgrounds, interests and needs.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>☐ Feel valued as individuals.</li> </ul>

**QUALITY STANDARD II**

Audiologists support and/or establish safe, inclusive and respectful learning environments for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT D:** Audiologists engage in proactive, clear and constructive communication and work collaboratively with students, families and other significant adults and/or professionals.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Fosters an environment that is inviting to students, families and significant adults.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <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>... and</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><input type="checkbox"/> Counsels students, families and staff regarding the educational impact of hearing loss and other auditory difficulties in a relevant manner.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate effectively with the audiologist.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively participate in the education process.</li> <li><input type="checkbox"/> Seek the audiologist's assistance when needed.</li> </ul>
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**ELEMENT E:** Audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time and appropriate behavioral strategies.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Has strategies to guide students' behavior during assessment or service provision.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Structures assessments or services to minimize interruption of instructional time.</li> </ul>	<p>... and</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>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>✓ Stay on task in the learning environment.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate actively in the learning environment.</li> </ul>
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*Evaluator Comments:  
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:  
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

**QUALITY STANDARD III**

Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<p><b>ELEMENT A:</b> 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>				
<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Is knowledgeable about the federal and state laws, local policies and the Colorado Standards of Practice.</li> </ul>	<p>... and</p> <p><b>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>✓ Completes evaluations and reports for students with identified hearing loss within mandated time limits.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Determines eligibility for special education in accordance with state law.</li> <li>✓ Actively participates in the development of student plans as a member of the educational team.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate an understanding of the services or instruction provided by the audiologist.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate benefit from having equal access to the learning environment.</li> </ul>
<p><b>ELEMENT B:</b> Audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.</p>				
<p><b>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>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Provides assessments that are targeted to educational and communication needs of student.</li> <li>✓ Conducts various levels of evaluation such as screening, observation, interview and/or functional assessments.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Uses, analyzes and interprets results from a comprehensive assortment of audiological tests.</li> <li>☐ Integrates traditional audiometric data with functional assessment data.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>☐ Participate willingly and understand the purpose of formal and informal assessments.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>☐ Demonstrate an understanding of the abilities of the student and how the student is impacted in the learning environment.</li> </ul>

### QUALITY STANDARD III

Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<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.				
<b>THE AUDIOLOGIST:</b> ✓ Uses data and student needs to plan services.	... and <b>THE AUDIOLOGIST:</b> ✓ Collects multiple data points and a body of evidence to monitor student progress or determine present level of functioning.	... and <b>THE AUDIOLOGIST:</b> <input type="checkbox"/> Analyzes and integrates audiological data in conjunction with other discipline-specific information to plan services.  <input type="checkbox"/> Monitors effectiveness of services and makes changes as needed.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Set individual goals for students based on audiologist's data and recommendations.	... and <b>STUDENTS:</b> <input type="checkbox"/> Develop skills and/or receive services which enable them to access and participate in the learning environment.
<b>ELEMENT D:</b> Audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
<b>THE AUDIOLOGIST:</b> ✓ Evaluates the need for hearing assistance technology.	... and <b>THE AUDIOLOGIST:</b> ✓ Abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistance technology.	... and <b>THE AUDIOLOGIST:</b> ✓ Uses a variety of methods to ensure that personal and hearing assistance technology is optimally fit and functioning.  ✓ Supports significant adults in the use of hearing technology.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> ✓ Demonstrate an understanding of the importance of utilizing hearing technology.  ✓ Can perform basic troubleshooting.	... and <b>STUDENTS:</b> ✓ Demonstrate improved auditory access using equipment that functions on a consistent basis.



**QUALITY STANDARD III**

Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT E:** 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>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Has high expectations for all students.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Encourages significant adults, families and/or students to set high expectations for student outcome and growth.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Considers or assesses students' self-advocacy and problem-solving skills to plan services.</li> <li>✓ Collaborates with students or significant adults to promote self-advocacy skills of students.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On their own or in collaboration with audiologist can explain hearing, communication or technology to others.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for self in listening and communication needs.</li> </ul>
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**ELEMENT F:** Audiologists communicate effectively with students.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Establishes rapport with students.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Explains audiologic findings and/or provides feedback to students when appropriate.</li> </ul>	<p>... and</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>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrate knowledge of the student's hearing difficulty and unique needs.</li> </ul>	<p>... and</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.</li> </ul>
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**QUALITY STANDARD III**

Audiologists plan, deliver and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT G:</b> Audiologists develop and/or implement services and/or specially designed instruction unique to their professions.				
<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Considers the listening and acoustical aspects of the learning environment.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Identifies environmental components of the learning environment including listener needs and acoustic variables.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Evaluates the learning environment and/or acts as a resource to advocate for acoustic accessibility.</li> </ul>	<p>... and</p> <p><b>STUDENTS OR SIGNIFICANT ADULTS:</b></p> <ul style="list-style-type: none"> <li>✓ Utilize audiologist's feedback to improve the listening environment.</li> </ul>	<p>... and</p> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>✓ Access instruction in an environment that is acoustically appropriate to the extent possible.</li> </ul>
<p><i>Evaluator Comments:</i> (Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)</p>			<p><i>Comments of Person Being Evaluated:</i> (Please indicate the element for which the comment applies if not for the standard as a whole.)</p>	

**QUALITY STANDARD IV**

Audiologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT A:</b> Audiologists demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.				
<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrates an understanding of how student learning occurs and how hearing impacts student learning.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Dialogues with colleagues to make connections between school and classroom data and research-based practices.</li> <li>✓ Collects and analyzes student data to inform practice.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Applies knowledge of hearing ability, student learning, development and growth to accommodation plans and environmental and instructional strategies.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively investigates new ideas to enhance practices that improve student outcomes.</li> <li><input type="checkbox"/> Monitors and evaluates professional practices to determine what works for students.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on analyses of data, applies and evaluates new and innovative strategies for continuous improvement of professional practice.</li> </ul>

**QUALITY STANDARD IV**

Audiologists reflect on their practice.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT B:** Audiologists link professional growth to their professional goals.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Completes required professional development.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Applies knowledge and skills learned through professional development to audiology practice.</li> <li>✓ Uses performance feedback from supervisor and/or colleagues to improve practice.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Develops professional goals based on the likelihood of having a positive impact on student learning, alignment with relevant standards, current research and student needs.</li> </ul>	<p>... and</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> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gathers data from students, families and colleagues to assess long-term professional development goals and modifies as needed.</li> </ul>
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**ELEMENT C:** Audiologists respond to complex, dynamic environments.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrates an understanding that the learning environment is complex and dynamic.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Scans the learning environment for changes that influence practice.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrates flexibility, shifting priorities and activities, based on changes in the learning environment.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Assists colleagues in being responsive to changes in the learning environment.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expands role to incorporate different or more comprehensive responsibilities as needed.</li> </ul>
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*Comments of Person Being Evaluated:  
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

## QUALITY STANDARD V

Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
<b>ELEMENT A:</b> Audiologists collaborate with internal and external stakeholders to meet the needs of students.				
<b>THE AUDIOLOGIST:</b> ✓ Establishes and promotes positive interpersonal relationships.	... and <b>THE AUDIOLOGIST:</b> ✓ Partners with school and community identification programs to ensure identification of students with hearing needs.	... and <b>THE AUDIOLOGIST:</b> ✓ Establishes communication and serves as an effective liaison with school and community service providers.  ✓ Builds professional and personal trust and credibility with others.	... and <b>THE AUDIOLOGIST:</b> <input type="checkbox"/> Contributes to educational and/or community committees and teams.	... and <b>THE AUDIOLOGIST:</b> <input type="checkbox"/> Facilitates collaboration with others to create and/or maintain a multi-tiered continuum of services to support students.
<b>ELEMENT B:</b> Audiologists advocate for students, families and schools.				
<b>THE AUDIOLOGIST:</b> ✓ Understands the need to advocate for students, families and schools.	... and <b>THE AUDIOLOGIST:</b> ✓ Participates in activities designed to improve policies and/or procedures that affect student learning.  ✓ Reaches out to students, families and the community in order to understand their needs.	... and <b>THE AUDIOLOGIST:</b> ✓ Contributes to and/or participates in task forces and committees to advocate for students.  <input type="checkbox"/> Discusses potential revisions to policies and/or procedures with colleagues in order to better address student and school needs.	... and <b>STUDENTS AND/OR SIGNIFICANT ADULTS:</b> ✓ Give feedback or offer suggestions to the audiologist.  <input type="checkbox"/> Recognize practices that improve access to learning.	... and <b>STUDENTS OR SIGNIFICANT ADULTS:</b> <input type="checkbox"/> Advocate for students' needs.

**QUALITY STANDARD V**

Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT C:** Audiologists demonstrate leadership in their educational setting(s).

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Identifies and supports state, regional, district and/or school goals and initiatives.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Recognizes opportunities to develop leadership skills.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>✓ Takes advantage of opportunities to provide leadership to teams or other entities.</li><li>✓ Confers with administrators to improve working and student learning conditions.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>□ Initiates and leads collaborative activities to share ideas to improve student outcomes, contribute to goals and support struggling students.</li></ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"><li>□ Participates in activities beyond those expected of all audiologists or other Specialized Services Professionals.</li></ul>
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**QUALITY STANDARD V**

Audiologists demonstrate collaboration, advocacy and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
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**ELEMENT D:** Audiologists contribute knowledge and skills to educational practices and their profession.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Shares expertise with colleagues.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Participates in decision-making processes.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serves as an active member of teams to support educational practices and the audiology profession.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads professional development or training activities whenever possible.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates for the inclusion of audiologists in education and government decision-making processes.</li> <li><input type="checkbox"/> Mentors and/or supervises other professionals or interns to facilitate their professional development.</li> </ul>
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**ELEMENT E:** Audiologists demonstrate high ethical standards.

<p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Maintains confidentiality of student records as required by law.</li> <li>✓ Adheres to standards of professional practice.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Maintains confidentiality of student and colleague interactions as well as student and personal data.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Demonstrates ethical behavior, including honesty, integrity, fair treatment and respect for others.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages colleagues to demonstrate ethical behavior.</li> <li>✓ Expects ethical behavior on the part of students.</li> </ul>	<p>... and</p> <p><b>THE AUDIOLOGIST:</b></p> <ul style="list-style-type: none"> <li>✓ Models and sets expectations for ethical behavior for staff and/or students.</li> </ul>
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*Evaluator Comments:  
(Required for Ratings of "Basic" or "Partially Proficient" and recommended for all rating levels.)*

*Comments of Person Being Evaluated:  
(Please indicate the element for which the comment applies if not for the standard as a whole.)*

## Observations, Required Measures and Other Evidence/Artifacts for Audiologists

**S.B. 10-191 REQUIRES MULTIPLE MEASURES OF EDUCATOR PERFORMANCE MEASURED ON MULTIPLE OCCASIONS THROUGHOUT THE YEAR.** For specialized service professionals this requirement is defined as required measures and optional additional measures (evidence/artifacts). While the rubric serves as the data collection tool for observations, districts and BOCES must determine the method for collecting data regarding required measures and additional evidence/artifacts. This chart serves as a reminder of the required measures that must be discussed annually and evidence/artifacts that may be discussed at the end of the evaluation cycle to confirm the accuracy of ratings.

**SHALL BE BASED ON AT LEAST ONE OF THE FOLLOWING PERFORMANCE MEASURES, WHEN APPROPRIATE TO THE SSP'S ASSIGNED DUTIES:**

- Student perception measures, where appropriate and feasible
- Peer feedback
- Parent or guardian feedback
- Student support documentation

### **ADDITIONAL EVIDENCE/ARTIFACTS:**

Evaluation of professional practice may include additional measures such as those listed below. These are provided as examples of evidence the evaluator and/or educator being evaluated may share with each other to provide evidence of performance in addition to observations and evaluator ratings collected on the rubric.

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| <ul style="list-style-type: none"><li>● Audiological assessments/reports</li><li>● Calendar/schedule</li><li>● Certificates of participation in professional development activities</li><li>● Classroom acoustics assessments/reports</li><li>● Collaboration activities</li><li>● Communication with community agencies</li><li>● Correspondence/consultation records</li><li>● Developmental history records</li><li>● Documentation of presentations given</li><li>● Educational audiology standards of practice</li><li>● Evidence of new practices implemented</li><li>● Family-friendly and language-accessible materials/displays</li><li>● Formal and informal student assessments</li><li>● Funding resources/applications</li><li>● Guidelines for hearing assistance technology (HAT)</li><li>● IEP team meeting participation</li><li>● In-service training records</li><li>● Leadership in committee or organization</li><li>● Screening program records</li></ul> | <ul style="list-style-type: none"><li>● Sources for research/evidence based practices</li><li>● Student inventories or observation records</li><li>● Student plans (504, IEP/IFSP, Communication)</li><li>● Technology assessment and/or monitoring records</li><li>● Use of outside agency reports or information</li><li>● Mentoring/supervising records</li><li>● Parent, student or teacher feedback or survey</li><li>● Participation/membership in professional or community organizations</li><li>● Participation on committees and/or task forces</li><li>● Pre- and post-intervention data</li><li>● Progress monitoring data</li><li>● Professional goals and/or growth plan</li><li>● Published articles</li><li>● Records of advocacy activities</li><li>● Records of expanded responsibilities</li><li>● Records of service delivery</li><li>● Referral records</li><li>● Research results</li><li>● Self-Advocacy Data</li></ul> |
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