**Rubric for Evaluating Colorado Special Services Providers: School Audiologists**

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| Quality Standard ISpecial Services Providers demonstrate mastery of and expertise in the domain for which they are responsible. |
| Level 1 Practices | Level 2 Practices | Level 3 Practices(Meets State Standard)  | Level 4 Practices | Level 5 Practices  |
| Element a: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students. |
| The School AUDIOLOGIST:1. Is knowledgeable about the federal and state laws, local policies, and the Colorado Standards of Practice.
 | . . . andThe School AUDIOLOGIST:1. Adheres to legal requirements such as state screening laws and special education procedures.
2. Completes evaluations and reports for students with identified hearing loss within mandated time limits.
 | . . . andThe School AUDIOLOGIST:1. Determines eligibility for special education in accordance with state law.
2. Actively participates in the development of student plans as a member of the educational team.
 | . . . andStudents and/or SIGNIFICANT ADULT(S):1. Demonstrate an understanding of the services or instruction provided by the audiologist.
 | . . . andSTudents:1. Demonstrate benefits from having equal access to the learning environment.
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| Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning. |
| The School AUDIOLOGIST:1. Identifies barriers to learning, including those related to hearing and listening.
2. Considers the listening and acoustical aspects of the learning environment.
 | . . . andThe School AUDIOLOGIST:1. Recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.
2. Identifies environmental components of the learning environment including listener needs and acoustic variables.
 | . . . andThe School AUDIOLOGIST:1. Utilizes a variety of strategies and resources to support communication and reduce barriers to student learning.
2. Evaluates the learning environment and/or acts as a resource to advocate for acoustic accessibility.
 | . . . andStudents and/or significant adult(s):1. Understand barriers to hearing, communication, or learning.
2. Utilize the School Audiologist’s feedback to improve the listening environment.
 | . . . andSTudents:1. Demonstrate increased access to the instructional environment.
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| Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services. |
| The School AUDIOLOGIST:1. Identifies sources of evidence-based practices to obtain relevant, current research.
2. Demonstrates an understanding of state and national educational audiology standards of practice.
 | . . . andThe School AUDIOLOGIST:1. Provides services that are consistent with current research and standards of practice.
2. Demonstrates an understanding of their professional role within the educational team.
 | . . . andThe School AUDIOLOGIST:1. Provides recommendations, reports, and information that reflect a connection between student data and evidence-based audiological practices.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an awareness of supports and services to improve access to and participation in the learning environment.
 | . . . andSTudents and/or significant adult(S):1. Access and utilize supports and services to improve access to and participation in the learning environment.
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| Quality Standard IISpecial Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students. |
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| Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |
| The School AUDIOLOGIST:1. Demonstrates an understanding of the School Audiologist’s role in providing students with a safe and accessible environment.
2. Has strategies to guide students’ behavior during assessment or service provision.
 | . . . andThe School AUDIOLOGIST:1. Supports a learning environment focusing on communication access.
2. Structures assessments or services to minimize interruption of instructional time.
 | . . . andThe School AUDIOLOGIST:1. Nurtures student self-concept by promoting understanding and acceptance of hearing challenges and hearing technology.
2. Maintains a safe and orderly environment.
 | . . . andStudents:1. Make progress toward developing positive self-concepts.
 | . . . andStudents:1. Demonstrate effective communication with their peers, teachers, and others in their environment.
2. Participate actively in the learning environment.
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| Element B: Special Services Providers understand and respond to diversity within the home, school, and community. |
| The School AUDIOLOGIST:1. Recognizes the diverse background of students and their families.
 | . . . andThe School AUDIOLOGIST:1. Uses tools, assessments, and materials that are culturally appropriate.
 | . . . andThe School AUDIOLOGIST:1. Provides unbiased information regarding hearing loss, communication options, educational programming, and technology options.
2. Demonstrates sensitivity to cultural differences within family systems including deaf culture.
 | . . . andStudents and/or significant adult(s):1. Demonstrate respect for each other and the School Audiologist.
 | . . . andSTudents and/or significant adult(S):1. Engage in respectful and open dialogue with each other and the School Audiologist.
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| QUALITY STANDARD IISpecial Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students. |
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| Element c: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students. |
| The School AUDIOLOGIST:1. Treats students as individuals.
 | . . . andThe School AUDIOLOGIST:1. Makes recommendations and/or referrals based on unique needs of students.
 | . . . andThe School AUDIOLOGIST:1. Utilizes procedures and tools that specifically address individual educational and referral concerns.
2. Dynamically adapts to the behavioral level of the child.
 | . . . andStudents:1. Feel valued as individuals.
 | . . . andSTudents:1. Participate in services which take into account their unique backgrounds, interests, and needs.
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| Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students. |
| The School AUDIOLOGIST:1. Recognizes the interconnectedness of home, school, and community on the impact of student learning.
 | . . . andThe School AUDIOLOGIST:1. Identifies and shares community/local resources/services.
 | . . . andThe School AUDIOLOGIST:1. Serves as a liaison with students, families, community providers, and significant adults to help students meet education goals.
 | . . . andsignificant adult(s):1. Collaborate with the School Audiologist and increase participation in the education process.
 | . . . andsignificant adult(S):1. Utilize support from the School Audiologist, and/or school and community resources.
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| Quality Standard IIiSpecial Services Providers plan and deliver effective services in an environment that facilitates learning for their students. |
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| **Element A:** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students. |
| The School AUDIOLOGIST:1. Relates general child and auditory development to audiological practices.
 | . . . andThe School AUDIOLOGIST:1. Applies knowledge of auditory, language, and psychosocial development to practice.
2. Demonstrates an understanding of communication systems and educational options for children with hearing loss.
 | . . . andThe School AUDIOLOGIST:1. Assists others in understanding the auditory, linguistic, and developmental factors that impact student learning.
 | . . . andStudents and/or significant adult(s):1. Demonstrate understanding of the impact of hearing on development and communication.
 | . . . andSTudents:1. Demonstrate progress toward auditory, language, and communication goals.
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| **Element B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery. |
| The School AUDIOLOGIST:1. Selects appropriate protocols of assessment and data-collection.
2. Utilizes multiple sources of data.
 | . . . andThe School AUDIOLOGIST:1. Provides assessments that are targeted to educational and communication needs of student.
2. Conducts various levels of evaluation such as screening, observation, interview, diagnostic, and/or functional assessments.
 | . . . andThe School AUDIOLOGIST:1. Uses, analyzes, and interprets results from a comprehensive assortment of audiological tests.
2. Integrates traditional audiometric data with functional assessment data.
 | . . . andStudents and/or significant adult(s):1. Participate and understand the purpose of formal and informal assessments.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an understanding of the abilities of the student and how the student is impacted in the learning environment.
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| Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences. |
| The School AUDIOLOGIST:1. Evaluates the need for hearing assistive technology.
 | . . . andThe School AUDIOLOGIST:1. Abides by guidelines for the fitting, evaluation, use, and monitoring of hearing assistive technology.
 | . . . andThe School AUDIOLOGIST:1. Uses a variety of methods to ensure that personal and hearing assistive technology is optimally fit and functioning.
2. Supports significant adults in the use of hearing technology.
 | . . . andStudents and/or significant adult(s):1. Demonstrate an understanding of the importance of utilizing hearing technology.
2. Can perform basic troubleshooting in the use of hearing technology.
 | . . . andSTudents:1. Demonstrate improved auditory access using equipment that functions on a consistent basis.
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| Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.  |
| The School AUDIOLOGIST:1. Has high expectations for all students.
 | . . . andThe School AUDIOLOGIST:1. Encourages significant adults, families, and/or students to set high expectations for student outcomes and growth.
2. Understands students’ self-advocacy and problem-solving skills to plan services.
 | . . . andThe School AUDIOLOGIST:1. Collaborates with students or significant adults to promote the self-advocacy skills of students.
 | . . . andStudents and/or significant adult(s):1. On their own or in collaboration with the School Audiologist can explain hearing, communication, or technology to others.
 | . . . andSTudents:1. Advocate for their needs related to hearing, technology, and learning.
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| Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals. |
| The School AUDIOLOGIST:1. Uses data and student needs to plan services.
2. Makes appropriate educational and community referrals.
 | . . . andThe School AUDIOLOGIST:1. Provides services to ensure that students with auditory difficulties are identified, properly evaluated, and managed.
2. Collects multiple data points and a body of evidence to monitor student progress or determine present level of functioning.
 | . . . andThe School AUDIOLOGIST:1. Analyzes and integrates audiological data in conjunction with other discipline-specific information to plan services.
2. Monitors effectiveness of services and makes changes as needed.
 | . . . andsTUDENTS AND/OR Significant adult(s):1. Set individual goals for students based on the School Audiologist’s data and recommendations.
 | . . . andsTUDENTS:1. Develop skills and/or receive services which enable them to access and participate in the learning environment.
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| Element F: Special Services Providers model and promote effective communication. |
| The School AUDIOLOGIST:1. Recognizes the need to build rapport with students.
2. Recognizes the importance of applying effective communication skills.
 | . . . andThe School AUDIOLOGIST:1. Explains audiologic findings and/or provides feedback to students when appropriate.
2. Builds rapport with students and provides positive feedback on performance.
 | . . . andThe School AUDIOLOGIST:1. Communicates with students and staff to ensure that students and/or caregivers understand hearing, listening, and learning needs.
2. Tailors communications to be developmentally and culturally relevant.
 | . . . andStudents and/or significant adult(s):1. Understand student’s hearing difficulty and unique needs.
 | . . . andSTudents and/or significant adult(S):1. Demonstrate comfort interacting with the School Audiologist and advocating for student needs.
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| Quality Standard IVSpecial Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership. |
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| Element A: Special Services Providers demonstrate high standards for ethical and professional conduct. |
| The School AUDIOLOGIST:1. Recognizes the importance of consistent professional conduct within the educational environment.
2. Is familiar with national association’s code of ethics.
 | . . . andThe School AUDIOLOGIST:1. Demonstrates skills related to national association code of ethics.
2. Demonstrates consistent professional conduct with students and significant adults.
 | . . . andThe School AUDIOLOGIST:1. Upholds ethical standards of practice as defined by national association’s code of ethics and applicable state laws and regulations.
2. Upholds high standards of professional conduct with students and significant adults.
 | . . . andThe School AUDIOLOGIST:1. Models high expectations for ethical behavior for staff and students.
2. Models high expectations related to professional conduct for significant adults.
 | . . . andThe School AUDIOLOGIST:1. Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected, and legal channels.
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| Element B: Special Services Providers link professional growth to their professional goals.  |
| The School AUDIOLOGIST:1. Completes required professional development according to state and/or district/BOCES policies.
2. Develops professional goals.
 | . . . andThe School AUDIOLOGIST:1. Uses feedback from supervisor, colleague(s), and/or self-reflection to improve practice.
2. Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.
3. Selects and participates in professional development to improve professional practice.
 | . . . andThe School AUDIOLOGIST:1. Applies knowledge and skills learned through professional development to instructional decisions.
2. Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.
 | . . . andThe School AUDIOLOGIST:1. Demonstrates a growth mindset in professional practice.
 | . . . andThe School AUDIOLOGIST:1. Develops and follows a long-term professional growth plan.
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| Element C: Special Services Providers respond to a complex, dynamic environment. |
| The School AUDIOLOGIST:1. Maintains a productive and respectful relationship with colleagues.
 | . . . andThe School AUDIOLOGIST:1. Scans the learning environment for changes that influence practice.
2. Adapts to the changing demands of the work environment.
 | . . . andThe School AUDIOLOGIST:1. Demonstrates flexibility and adjusts priorities based on the changing needs of students and teams.
 | . . . andThe School AUDIOLOGIST:1. Assists colleagues in being responsive to changes in the work environment.
 | . . . andThe School AUDIOLOGIST:1. Responds to changing conditions at the national, state, and local level to improve both learning and working environments.
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| Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.  |
| The School AUDIOLOGIST:1. Understands the need to advocate for students, families, and schools.
2. Recognizes opportunities to develop leadership skills.
 | . . . andThe School AUDIOLOGIST:1. Contributes professional expertise to teams that advocate for student outcomes.
2. Takes advantage of opportunities to provide leadership to teams or other entities.
 | . . . andThe School AUDIOLOGIST:1. Builds professional and personal trust and credibility with others.
 | . . . andThe School AUDIOLOGIST:1. Participates in professional activities, committees, or teams.
2. Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.
 | . . . andThe School AUDIOLOGIST:1. Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.
2. Initiates and leads collaborative activities to share ideas to improve student outcomes, contribute to goals, and support struggling students.
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