Rubric for Evaluating Colorado's Specialized Service Professionals: School-Based Audiologists

Definition of an Effective School-based Audiologist

Effective school-based 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 school-based 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 school-based 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 school-based 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.

Quality Standard I: *School-based audiologists demonstrate mastery of and expertise in the domain for which they are responsible.*				
Basic	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: School-based 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.				
The school-based audiologist: ☐ Relates general child and auditory development to audiological practices.	**. . . and** **The school-based audiologist:** ☐ 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** **The school-based audiologist:** ☐ Assists others in understanding the auditory, linguistic and developmental factors that impact student learning.	**. . . and** **Students and/or families:** ☐ Demonstrate understanding of the impact of hearing on development and communication.	**. . . and** **Students:** ☐ Use age-appropriate communication skills.

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Basic	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element b: School-based 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.				
The school-based audiologist: ☐ Identifies barriers to learning, including those related to hearing and listening.	**. . . and** **The school-based audiologist:** ☐ Recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.	**. . . and** **The school-based audiologist:** ☐ Utilizes a variety of strategies and resources to support communication and reduce barriers to student learning.	**. . . and** **Students and/or families:** ☐ Identify barriers to hearing, communication, or learning.	**. . . and** **Students:** ☐ Demonstrate increased access to the instructional environment.
Element c: School-based audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction.				
The school-based audiologist: ☐ Understands the concept and importance of using evidence-based audiological practices.	**. . . and** **The school-based audiologist:** ☐ Provides services that are consistent with current research and standards of practice.	**. . . and** **The school-based audiologist:** ☐ Provides recommendations, reports and information that reflect a connection between student data and evidence-based audiological practices.	**. . . and** **Students and/or families:** ☐ Implement audiologist's information to improve access to and participation in the learning environment.	**. . . and** **Students:** ☐ Demonstrate benefit from audiologist's instruction and research-based services.

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Element d: School-based audiologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement.				
The school-based audiologist: ☐ Recognizes the importance of home, school, and community in the work.	**. . . and** **The school-based audiologist:** ☐ Utilizes community and school resources to support student needs. ☐ Makes appropriate educational and community referrals.	**. . . and** **The school-based audiologist:** ☐ Differentiates and integrates relevant past and present health, social and family history. ☐ Serves as an educational liaison for students and collaborates with community providers.	**. . . and** **Students:** ☐ Experience a continuum of support from family, school, and community.	**. . . and** **Students:** ☐ Utilize support from community and school resources.
Element e: School-based audiologists demonstrate knowledge of and expertise in their profession.				
The school-based audiologist: ☐ Is knowledgeable about state and national educational audiology standards of practice.	**. . . and** **The school-based audiologist:** ☐ Provides services to ensure that students with auditory difficulties are identified, properly evaluated, and managed.	**. . . and** **The school-based audiologist:** ☐ Provides audiology expertise to educational teams and families.	**. . . and** **Students:** ☐ Access free and appropriate educational audiology services.	**. . . and** **Students:** ☐ Receive services that meet Educational Audiology Standards of Practice.

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Quality Standard II: School-based 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**
Element a: School-based audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers.				
The audiologist ☐ Understands how to provide students with a safe and accessible environment.	**. . . and** **The school-based audiologist:** ☐ Supports a learning environment focusing on communication access.	**. . and** **The school-based audiologist:** ☐ Facilitates a learning environment that promotes acceptance of hearing loss and hearing technology. ☐ Nurtures student self-concept.	**. . and** **Students:** ☐ Can communicate with their peers, teachers and others in their environment.	**. . and** **Students:** ☐ Have positive self-concepts. ☐ Feel confident to express their needs related to hearing, technology, and/or learning.
Element b: School-based audiologists demonstrate respect for diversity within the home, school, and local and global communities.				
The school-based audiologist: ☐ Respects the diverse background of students and their families.	**. . . and** **The school-based audiologist:** ☐ Uses tools, assessments, and materials that are culturally appropriate and free from cultural bias.	**. . . and** **The school-based audiologist:** ☐ Provides unbiased information regarding hearing loss, communication options, educational programming, and technology options. ☐ Demonstrates sensitivity to cultural differences within family systems including deaf culture.	**. . . and** **Students:** ☐ Demonstrate respect for each other and the audiologist.	**. . . and** **Students:** ☐ Engage in respectful and open dialogue with each other and the audiologist.

Quality Standard II: School-based 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**
Element c: School-based audiologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs.				
The school-based audiologist: ☐ Treats students as individuals.	**. . . and** **The school-based audiologist:** ☐ Makes recommendations and/or referrals based on unique needs of students. ☐ Delivers services appropriate to the developmental, receptive and expressive abilities of students.	**. . . and** **The school-based audiologist:** ☐ Utilizes procedures and tools that specifically address individual educational and referral concerns. ☐ Dynamically adapts to the behavioral level of the child.	**. . . and** **Students:** ☐ Participate in services which take into account their unique backgrounds, interests, and needs.	**. . . and** **Students:** ☐ Feel valued as individuals.
Element d: School-based audiologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals.				
The school-based audiologist: ☐ Fosters an environment that is inviting to students, families and significant adults.	**. . . and** **The school-based audiologist:** ☐ Uses appropriate communication supports (interpreters and translators). ☐ Provides verbal and written information, avoiding jargon-free language that is clear and understandable to the listener.	**. . . and** **The school-based audiologist:** ☐ Partners with families and significant adults to help students meet education goals. ☐ Counsels students, families and staff regarding the educational impact of hearing loss and other auditory difficulties in a relevant manner.	**. . . and** **Students and/or families:** ☐ Actively participate in the education process. ☐ Seek the audiologist's assistance when needed.	**. . . and** **Students:** ☐ Communicate effectively with the audiologist.
Element e: School-based audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies.				
The school-based audiologist: ☐ Hasstrategies to guide student behavior during service provision.	**. . . and** **The school-based audiologist:** ☐ Structures services to minimize interruption of instructional time.	**. . . and** **The school-based audiologist:** ☐ Makes maximum use of service provision time. ☐ Maintains a safe and orderly environment.	**. . . and** **Students:** ☐ Stay on task in the learning environment.	**. . . and** **Students:** ☐ Participate actively in the learning environment.

Quality Standard II: School-based audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	
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Quality Standard III: *School-based 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**
Element a: School-based 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.				
The school-based audiologist: ☐ Is knowledgeable about the federal and state laws, district policies, and the Colorado Standards.	**. . . and** **The school-based audiologist:** ☐ Adheres to legal requirements such as state screening laws and special education procedures. ☐ Completes evaluations and reports for students with identified hearing loss within mandated time limits.	**. . . and** **The school-based audiologist:** ☐ Determines eligibility for special education in accordance with state law. ☐ Actively participates in the development of student plans as a member of the educational team..	**. . . and** **Students:** ☐ Demonstrate benefit from having equal access to the learning environment.	**. . . and** **Students:** ☐ Demonstrate an understanding of their educational rights required by law.
Element b: School-based audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to inform services and/or specially designed instruction.				
The school-based audiologist: ☐ Selects appropriate protocols of assessment and data-collection. ☐ Utilizes multiple sources of data.	**. . . and** **The school-based audiologist:** ☐ Provides assessments that are targeted to educational and communication needs of student. ☐ Conducts various levels of evaluation such as screening, observation, interview and/or functional assessments.	**. . . and** **The school-based audiologist:** ☐ Uses, analyzes and interprets results from a comprehensive assortment of audiological tests ☐ Integrates traditional audiometric data with functional assessment data.	**. . . and** **Students:** ☐ Participate willingly in formal and informal assessments.	**. . . and** **Students:** ☐ Seek to understand their abilities and how best they learn.

Quality Standard III: *School-based 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**
Element c: School-based 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.				
The school-based audiologist: ☐ Uses data and student needs to plan services.	**. . . and** **The school-based audiologist:** ☐ Collects multiple data points and a body of evidence to monitor student progress or outcomes over time. ☐ Monitors effectiveness of services and makes changes.	**. . . and** **The school-based audiologist:** ☐ Analyzes and integrates audiological data in conjunction with other discipline-specific information to plan services.	**. . . and** **Students:** ☐ Develop skills and/or receive services which enable them to access and participate in the learning environment.	**. . . and** **Students:** ☐ Demonstrate growth by meeting individual goals.
Element d: School-based audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes.				
The school-based audiologist: ☐ Evaluates the need for hearing assistive technology and provides assistive technology when appropriate.	**. . . and** **The school-based audiologist:** ☐ Abides by guidelines for the fitting, evaluation, use, and monitoring of hearing assistive technology.	**. . . and** **The school-based audiologist:** ☐ 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 assistive technology.	**. . . and** **Students and/or families:** ☐ Understand the importance of utilizing hearing technology. ☐ Can perform basic troubleshooting.	**. . . and** **Students:** ☐ Demonstrate improved auditory access using equipment that functions on a consistent basis.
Element e: School-based audiologists establish and communicate high expectations for their students that support the development of critical-thinking, self-advocacy, leadership and problem solving skills.				
The school-based audiologist: ☐ Has high expectations for all students.	**. . . and** **The school-based audiologist:** ☐ Encourages significant adults, families and/or students to set high expectations for student outcome and growth.	**. . . and** **The school-based audiologist:** ☐ Assesses students' self-advocacy and problem-solving skills to plan services.	**. . . and** **Students and/or families:** ☐ On their own or in collaboration with audiologist can explain hearing, communication or technology to others.	**. . . and** **Students:** ☐ Advocate for self in listening and communication needs.

Quality Standard III: *School-based 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**
Element f: Audiologists communicate effectively with students.				
The school-based audiologist: ☐ Establishes rapport with students.	**. . . and** **The school-based audiologist:** ☐ Explains audiologic findings and/or provides feedback to students.	**. . . and** **The school-based audiologist:** ☐ Collaborates with students and staff to ensure that students and/or caregivers understand hearing, listening, and learning needs.	**…. . . and** **Students:** ☐ Feel and/or appear comfortable interacting with the audiologist and advocating for their needs.	**. . . and** **Students:** ☐ Demonstrate knowledge of their own hearing difficulty and the unique ways in which they are impacted.
Element g: School-based audiologists develop and/or implement services and/or specially designed instruction unique to their professions.				
The school-based audiologist: ☐ Understands classroom acoustics and its effects on the learning environment.	**. . . and** **The school-based audiologist:** ☐ Acts as a resource for classroom acoustics measurement and mitigation.	**. . . and** **The school-based audiologist:** ☐ Delivers services in accordance with nationally recognized professional practices.	**. . . and** **Students:** ☐ Access instruction in an environment that is acoustically appropriate.	**. . . and** **Students:** ☐ Demonstrate benefit from improved classroom acoustics.

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Quality Standard IV: *School-based audiologists reflect on their practice.*				
Basic	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: School-based audiologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.				
The school-based audiologist: ☐ Understands how student learning occurs and how hearing impacts student learning.	**. . . and** **The school-based audiologist:** ☐ Dialogues with colleagues to make connections between school and classroom data and research-based practices. ☐ Collects and analyzes student data to inform practice.	**. . . and** **The school-based audiologist:** ☐ Applies knowledge of hearing ability, student learning, development, and growth to the development of accommodation plans and environmental & instructional strategies.	**. . . and** **The school-based audiologist:** ☐ Actively investigates new ideas to enhance practices that improve student outcomes. ☐ Monitors and evaluates professional practices to determine what works for students.	**. . . and** **The school-based audiologist:** ☐ Based on analyses of data, applies and evaluates new and innovative strategies for continuous improvement of professional practice.
Element b: School-based audiologists link professional growth to their professional goals.				
The school-based audiologist: ☐ Uses performance feedback from supervisor and/or colleagues to improve practice. ☐ Completes required professional development.	**. . . and** **The school-based audiologist:** ☐ Applies knowledge and skills learned through professional development to audiology practice. ☐ Learns new skills to improve professional practice.	**. . . and** **The school-based audiologist:** ☐ Develops professional goals based on the likelihood of having a positive impact on student learning, alignment with relevant standards, current research and student needs.	**. . . and** **The school-based audiologist:** ☐ Develops and follows a long-term professional development plan.	**. . . and** **The school-based audiologist:** ☐ Gathers data from students, families, and colleagues to assess long term professional development goals and modify as needed.
Element c: School-based audiologists respond to complex, dynamic environments.				
The school-based audiologist: ☐ Understands that the learning environment is complex and dynamic.	**. . . and** **The school-based audiologist:** ☐ Scans the learning environment for changes that influence practice.	**. . . and** **The school-based audiologist:** ☐ Demonstrates flexibility, shifting priorities and activities, based on changes in the learning environment.	**. . . and** **The school-based audiologist:** ☐ Assists colleagues in being responsive to changes in the learning environment.	**. . . and** **The school-based audiologist:** ☐ Expands role to incorporate different or more comprehensive responsibilities as needed.

Quality Standard IV: School-based audiologists reflect on their practice.	
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Quality Standard V: School-based audiologists demonstrate collaboration, advocacy and leadership.				
Basic	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element a: School-based audiologists collaborate with internal and external stakeholders to meet the needs of students.				
The school-based audiologist: ☐ Establishes and promotes positive interpersonal relationships.	**. . . and** **The school-based audiologist:** ☐ Partners with district and community identification programs to ensure identification of students with hearing needs. ☐ Builds professional and personal trust and credibility with others.	**. . . and** **The school-based audiologist:** ☐ Establishes communication and serves as an effective liaison with district and community service providers. ☐ Contributes to district and/or community committees and teams.	**. . . and** **The school-based audiologist:** ☐ Collaborates with students, teachers, and parents to maximize student well-being through a greater understanding of the impact of noise exposure and hearing loss prevention.	**. . . and** **The school-based audiologist:** ☐ Works collaboratively with other school personnel to create and/or maintain a multi-tiered continuum of services to support students' attainment of academic, communicative, social and emotional goals.
Element b: School-based audiologists advocate for students, families, and schools.				
The school-based audiologist: ☐ Understands the need to advocate for students, families, and schools.	**. . . and** **The school-based audiologist:** ☐ Participates in activities designed to improve policies and procedures that affect student learning. ☐ Reaches out to students, families, and the community in order to understand their needs.	**. . . and** **The school-based audiologist:** ☐ Contributes to and/or participates in school and district task forces and committees to advocate for students. ☐ Discusses potential revisions to policies and procedures with colleagues in order to better address student and school needs.	**. . . and** **Students and/or Significant Adults:** ☐ Give feedback or offer suggestions to the audiologist ☐ Recognize practices that improve access to learning.	**. . . and** **Students:** ☐ Advocate for other students, themselves and their needs.

Quality Standard V: School-based audiologists demonstrate collaboration, advocacy and leadership.				
Basic	**Partially Proficient**	**Proficient (Meets State Standard)**	**Accomplished**	**Exemplary**
Element c: School-based audiologists demonstrate leadership in their educational setting(s).				
The school-based audiologist: ☐ Supports district and/or school goals and initiatives.	**. . . and** **The school-based audiologist:** ☐ Recognizes opportunities to develop leadership skills.	**. . . and** **The school-based audiologist:** ☐ Participates in school activities beyond those expected of all audiologists or other Specialized Services Professionals.	**. . . and** **The school-based audiologist:** ☐ Provides leadership to teams in order to harness the skills and knowledge of colleagues. ☐ Confers with administrators to improve working and student learning conditions.	**. . . and** **The audiologist** ☐ Initiates and leads collaborative activities with colleagues to share ideas to improve student outcomes, contribute to state, district, or school goals and support struggling students.
Element d: School-based audiologists contribute knowledge and skills to educational practices and their profession.				
The school-based audiologist: ☐ Shares expertise with colleagues.	**. . . and** **The school-based audiologist:** ☐ Serves as an active member of the team to support student growth and development.	**. . . and** **The school-based audiologist:** ☐ Leads professional development or training activities whenever possible. ☐ Provides input into the management of department/team.	**. . . and** **The school-based audiologist:** ☐ Participates in district-wide decision-making processes. ☐ Mentors and/or supervises other professionals or trainees to facilitate their professional development.	**. . . and** **The school-based audiologist:** ☐ Advocates for the inclusion of school-based audiologists in education and government decision-making processes.
Element e: School-based audiologists demonstrate high ethical standards.				
The school-based audiologist: ☐ Maintains confidentiality of student records as required by law. ☐ Adheres to standards of professional practice.	**. . . and** **The school-based audiologist:** ☐ Maintains confidentiality of student and colleague interactions as well as student and personal data.	**. . . and** **The school-based audiologist:** ☐ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others.	**. . . and** **The school-based audiologist:** ☐ Encourages colleagues to demonstrate ethical behavior. ☐ Expects ethical behavior on the part of students.	**. . . and** **The school-based audiologist:** ☐ Models and sets expectations for ethical behavior for staff and/or students.

Quality Standard V: School-based audiologists demonstrate collaboration, advocacy and leadership.	
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