

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

<b>QUALITY STANDARD I</b>				
Special 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
<b>ELEMENT A:</b> 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.				
<p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>1 Is knowledgeable about the federal and state laws, local policies, and the Colorado Standards of Practice.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>2 Adheres to legal requirements such as state screening laws and special education procedures.</p> <p>3 Completes evaluations and reports for students with identified hearing loss within mandated time limits.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>4 Determines eligibility for special education in accordance with state law.</p> <p>5 Actively participates in the development of student plans as a member of the educational team.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>6 Demonstrate an understanding of the services or instruction provided by the audiologist.</p>	<p>... and</p> <p><b>STUDENTS:</b></p> <p>7 Demonstrate benefits from having equal access to the learning environment.</p>
<b>ELEMENT B:</b> Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.				
<p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>1 Identifies barriers to learning, including those related to hearing and listening.</p> <p>2 Considers the listening and acoustical aspects of the learning environment.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>3 Recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.</p> <p>4 Identifies environmental components of the learning environment including listener needs and acoustic variables.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>5 Utilizes a variety of strategies and resources to support communication and reduce barriers to student learning.</p> <p>6 Evaluates the learning environment and/or acts as a resource to advocate for acoustic accessibility.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Understand barriers to hearing, communication, or learning.</p> <p>8 Utilize the School Audiologist’s feedback to improve the listening environment.</p>	<p>... and</p> <p><b>STUDENTS:</b></p> <p>9 Demonstrate increased access to the instructional environment.</p>

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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.

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<p><b>ELEMENT C:</b> Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>				
<p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>1 Identifies sources of evidence-based practices to obtain relevant, current research.</p> <p>2 Demonstrates an understanding of state and national educational audiology standards of practice.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>3 Provides services that are consistent with current research and standards of practice.</p> <p>4 Demonstrates an understanding of their professional role within the educational team.</p>	<p>... and</p> <p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>5 Provides recommendations, reports, and information that reflect a connection between student data and evidence-based audiological practices.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>6 Demonstrate an awareness of supports and services to improve access to and participation in the learning environment.</p>	<p>... and</p> <p><b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Access and utilize supports and services to improve access to and participation in the learning environment.</p>

**QUALITY STANDARD II**

Special 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:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and STUDENTS:	... and STUDENTS:
<p>1 Demonstrates an understanding of the School Audiologist’s role in providing students with a safe and accessible environment.</p> <p>2 Has strategies to guide students’ behavior during assessment or service provision.</p>	<p>3 Supports a learning environment focusing on communication access.</p> <p>4 Structures assessments or services to minimize interruption of instructional time.</p>	<p>5 Nurtures student self-concept by promoting understanding and acceptance of hearing challenges and hearing technology.</p> <p>6 Maintains a safe and orderly environment.</p>	<p>7 Make progress toward developing positive self-concepts.</p>	<p>8 Demonstrate effective communication with their peers, teachers, and others in their environment.</p> <p>9 Participate actively in the learning environment.</p>

**ELEMENT B:** Special Services Providers understand and respond to diversity within the home, school, and community.

THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Recognizes the diverse background of students and their families.</p>	<p>2 Uses tools, assessments, and materials that are culturally appropriate.</p>	<p>3 Provides unbiased information regarding hearing loss, communication options, educational programming, and technology options.</p> <p>4 Demonstrates sensitivity to cultural differences within family systems including deaf culture.</p>	<p>5 Demonstrate respect for each other and the School Audiologist.</p>	<p>6 Engage in respectful and open dialogue with each other and the School Audiologist.</p>

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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:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and STUDENTS:	... and STUDENTS:
<p>1 Treats students as individuals.</p>	<p>2 Makes recommendations and/or referrals based on unique needs of students.</p>	<p>3 Utilizes procedures and tools that specifically address individual educational and referral concerns.</p> <p>4 Dynamically adapts to the behavioral level of the child.</p>	<p>5 Feel valued as individuals.</p>	<p>6 Participate in services which take into account their unique backgrounds, interests, and needs.</p>

**ELEMENT D:** Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and SIGNIFICANT ADULT(S):	... and SIGNIFICANT ADULT(S):
<p>1 Recognizes the interconnectedness of home, school, and community on the impact of student learning.</p>	<p>2 Identifies and shares community/local resources/services.</p>	<p>3 Serves as a liaison with students, families, community providers, and significant adults to help students meet education goals.</p>	<p>4 Collaborate with the School Audiologist and increase participation in the education process.</p>	<p>5 Utilize support from the School Audiologist, and/or school and community resources.</p>

**QUALITY STANDARD III**

Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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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:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS:
<p>1 Relates general child and auditory development to audiological practices.</p>	<p>2 Applies knowledge of auditory, language, and psychosocial development to practice.</p> <p>3 Demonstrates an understanding of communication systems and educational options for children with hearing loss.</p>	<p>4 Assists others in understanding the auditory, linguistic, and developmental factors that impact student learning.</p>	<p>5 Demonstrate understanding of the impact of hearing on development and communication.</p>	<p>6 Demonstrate progress toward auditory, language, and communication goals.</p>

**ELEMENT B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):	... and STUDENTS AND/OR SIGNIFICANT ADULT(S):
<p>1 Selects appropriate protocols of assessment and data-collection.</p> <p>2 Utilizes multiple sources of data.</p>	<p>3 Provides assessments that are targeted to educational and communication needs of student.</p> <p>4 Conducts various levels of evaluation such as screening, observation, interview, diagnostic, and/or functional assessments.</p>	<p>5 Uses, analyzes, and interprets results from a comprehensive assortment of audiological tests.</p> <p>6 Integrates traditional audiometric data with functional assessment data.</p>	<p>7 Participate and understand the purpose of formal and informal assessments.</p>	<p>8 Demonstrate an understanding of the abilities of the student and how the student is impacted in the learning environment.</p>

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**ELEMENT C:** Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

<b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b>	... and <b>STUDENTS:</b>
<p>1 Evaluates the need for hearing assistive technology.</p>	<p>2 Abides by guidelines for the fitting, evaluation, use, and monitoring of hearing assistive technology.</p>	<p>3 Uses a variety of methods to ensure that personal and hearing assistive technology is optimally fit and functioning.</p> <p>4 Supports significant adults in the use of hearing technology.</p>	<p>5 Demonstrate an understanding of the importance of utilizing hearing technology.</p> <p>6 Can perform basic troubleshooting in the use of hearing technology.</p>	<p>7 Demonstrate improved auditory access using equipment that functions on a consistent basis.</p>

**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.

<b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b>	... and <b>STUDENTS:</b>
<p>1 Has high expectations for all students.</p>	<p>2 Encourages significant adults, families, and/or students to set high expectations for student outcomes and growth.</p> <p>3 Understands students' self-advocacy and problem-solving skills to plan services.</p>	<p>4 Collaborates with students or significant adults to promote the self-advocacy skills of students.</p>	<p>5 On their own or in collaboration with the School Audiologist can explain hearing, communication, or technology to others.</p>	<p>6 Advocate for their needs related to hearing, technology, and learning.</p>

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**ELEMENT E:** Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>1 Uses data and student needs to plan services.</p> <p>2 Makes appropriate educational and community referrals.</p>	<p>... and <b>THE SCHOOL AUDIOLOGIST:</b></p> <p>3 Provides services to ensure that students with auditory difficulties are identified, properly evaluated, and managed.</p> <p>4 Collects multiple data points and a body of evidence to monitor student progress or determine present level of functioning.</p>	<p>... and <b>THE SCHOOL AUDIOLOGIST:</b></p> <p>5 Analyzes and integrates audiological data in conjunction with other discipline-specific information to plan services.</p> <p>6 Monitors effectiveness of services and makes changes as needed.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Set individual goals for students based on the School Audiologist's data and recommendations.</p>	<p>... and <b>STUDENTS:</b></p> <p>8 Develop skills and/or receive services which enable them to access and participate in the learning environment.</p>

**ELEMENT F:** Special Services Providers model and promote effective communication.

<p><b>THE SCHOOL AUDIOLOGIST:</b></p> <p>1 Recognizes the need to build rapport with students.</p> <p>2 Recognizes the importance of applying effective communication skills.</p>	<p>... and <b>THE SCHOOL AUDIOLOGIST:</b></p> <p>3 Explains audiologic findings and/or provides feedback to students when appropriate.</p> <p>4 Builds rapport with students and provides positive feedback on performance.</p>	<p>... and <b>THE SCHOOL AUDIOLOGIST:</b></p> <p>5 Communicates with students and staff to ensure that students and/or caregivers understand hearing, listening, and learning needs.</p> <p>6 Tailors communications to be developmentally and culturally relevant.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>7 Understand student's hearing difficulty and unique needs.</p>	<p>... and <b>STUDENTS AND/OR SIGNIFICANT ADULT(S):</b></p> <p>8 Demonstrate comfort interacting with the School Audiologist and advocating for student needs.</p>
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**QUALITY STANDARD IV**

Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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**ELEMENT A:** Special Services Providers demonstrate high standards for ethical and professional conduct.

THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:
<p>1 Recognizes the importance of consistent professional conduct within the educational environment.</p> <p>2 Is familiar with national association’s code of ethics.</p>	<p>3 Demonstrates skills related to national association code of ethics.</p> <p>4 Demonstrates consistent professional conduct with students and significant adults.</p>	<p>5 Upholds ethical standards of practice as defined by national association’s code of ethics and applicable state laws and regulations.</p> <p>6 Upholds high standards of professional conduct with students and significant adults.</p>	<p>7 Models high expectations for ethical behavior for staff and students.</p> <p>8 Models high expectations related to professional conduct for significant adults.</p>	<p>9 Recognizes and takes action to hold colleagues accountable for ethical behavior through positive, respected, and legal channels.</p>

**ELEMENT B:** Special Services Providers link professional growth to their professional goals.

THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:	... and THE SCHOOL AUDIOLOGIST:
<p>1 Completes required professional development according to state and/or district/BOCES policies.</p> <p>2 Develops professional goals.</p>	<p>3 Uses feedback from supervisor, colleague(s), and/or self-reflection to improve practice.</p> <p>4 Develops a professional growth plan based on current research and the likelihood of having a positive impact on student, school, and district outcomes.</p> <p>5 Selects and participates in professional development to improve professional practice.</p>	<p>6 Applies knowledge and skills learned through professional development to instructional decisions.</p> <p>7 Establishes continuous improvement strategies, including seeking feedback from colleagues, parents, and/or supervisors, to identify and self-monitor professional growth.</p>	<p>8 Demonstrates a growth mindset in professional practice.</p>	<p>9 Develops and follows a long-term professional growth plan.</p>



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**ELEMENT C:** Special Services Providers respond to a complex, dynamic environment.

<b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>
<p>1 Maintains a productive and respectful relationship with colleagues.</p>	<p>2 Scans the learning environment for changes that influence practice.</p> <p>3 Adapts to the changing demands of the work environment.</p>	<p>4 Demonstrates flexibility and adjusts priorities based on the changing needs of students and teams.</p>	<p>5 Assists colleagues in being responsive to changes in the work environment.</p>	<p>6 Responds to changing conditions at the national, state, and local level to improve both learning and working environments.</p>

**ELEMENT D:** Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.

<b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>	... and <b>THE SCHOOL AUDIOLOGIST:</b>
<p>1 Understands the need to advocate for students, families, and schools.</p> <p>2 Recognizes opportunities to develop leadership skills.</p>	<p>3 Contributes professional expertise to teams that advocate for student outcomes.</p> <p>4 Takes advantage of opportunities to provide leadership to teams or other entities.</p>	<p>5 Builds professional and personal trust and credibility with others.</p>	<p>6 Participates in professional activities, committees, or teams.</p> <p>7 Mentors and/or supervises other professionals, staff, or trainees to facilitate their professional development.</p>	<p>8 Takes a leadership role in state or national-level organizations or professional associations, committees, and/or task forces.</p> <p>9 Initiates and leads collaborative activities to share ideas to improve student outcomes, contribute to goals, and support struggling students.</p>