

**DCSD Audiologist CITE  
2015**

**Standard 1 – OUTCOMES: Audiologist purposefully plans educational audiology services to support student auditory access to the District GVC .**

**1.1 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.

**E:** Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.

**PE:** Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to World Class Outcomes.

**I:** Audiologist rarely plans tiered educational audiology services which support student auditory access to World Class Outcomes.

**1.2 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.

**E:** Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning for student auditory access to learning in literacy, math and other content.

**PE:** Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning for student auditory access to learning in literacy, math and other content.

**I:** Audiologist rarely plans for student auditory access to literacy, math and other content.

**1.3 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the 4 Cs.

**E:** Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the 4 Cs.

**PE:** Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to the 4 Cs.

**I:** Audiologist rarely plans tiered educational audiology services which support student auditory access to the 4 C's.

**1.4 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21<sup>st</sup> century skills.

**E:** Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21<sup>st</sup> century skills.

**PE:** Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to 21<sup>st</sup> century skills.

**I:** Audiologist rarely plans tiered educational audiology services which support student auditory access to 21<sup>st</sup> century skills.

**1.5 Audiologist uses balanced assessment data to inform purposeful planning for differentiation of tiered educational audiology services to support student auditory access to the GVC.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers), using balanced assessment data, to consistently plan for differentiation of tiered educational audiology-services to support student auditory access to the GVC.

**E:** Audiologist uses balanced assessment data to consistently plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.

**PE:** Audiologist uses balanced assessment data to plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.

**I:** Audiologist rarely uses balanced assessment data to plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.

**Standard 2 – ASSESSMENT: Audiologist uses a balanced assessment system to inform practice and decision making for educational audiology services and programming which promotes student auditory access to the GVC.**

**2.1 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to World Class Outcomes.**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.

**E:** Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.

**PE:** Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.

**I:** Audiologist rarely assesses student auditory access to World Class Outcomes.

**2.2 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to support learning in literacy, math and other content areas.**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other content knowledge.

**E:** Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other content knowledge.

**PE:** Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other content knowledge.

**I:** Audiologist rarely assesses student auditory access to learning in literacy, math, and other content areas.

**2.3 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the 4 C's.

**E:** Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the 4 C's.

**PE:** Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the 4 C's.

**I:** Audiologist rarely assesses student auditory access to the 4 C's.

**2.4 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21<sup>st</sup> century skills.

**E:** Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21<sup>st</sup> century skills.

**PE:** Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21<sup>st</sup> century skills.

**I:** Audiologist rarely assesses student auditory access to 21<sup>st</sup> century skills.

**2.5 Audiologist uses their expertise in Audiology to develop/identify evidence based formative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.**

**HE:** Audiologist collaborates with students to consistently use quality formative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**E:** Audiologist consistently uses quality formative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**PE:** Audiologist uses formative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**I:** Audiologist rarely uses formative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**2.6 Audiologist uses their expertise in Audiology to develop/identify evidence based interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.**

**HE:** Audiologist collaborates with students to consistently use quality interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**E:** Audiologist consistently uses quality interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**PE:** Audiologist uses interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**I:** Audiologist rarely uses interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**2.7 Audiologist uses their expertise in Audiology to develop/identify evidence based summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.**

**HE:** Audiologist collaborates with students to consistently use quality summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**E:** Audiologist consistently uses quality summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**PE:** Audiologist uses summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**I:** Audiologist rarely uses summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

**2.8 Audiologist provides each student with specific, timely, and personalized feedback.**

**HE:** Audiologist collaborates with students and stakeholders to consistently provide actionable feedback to students regarding their progress on or access to the GVC.

**E:** Audiologist consistently provides actionable feedback to students regarding their progress on or access to the GVC.

**PE:** Audiologist provides actionable feedback to students regarding their progress on or access to the GVC.

**I:** Audiologist provides minimal, generic, and/or non-actionable feedback to students.

**Standard 3 - INSTRUCTION: Audiologist supports multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.**

**3.1 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.

**E:** Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.

**PE:** Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.

**I:** Audiologist rarely applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.

**3.2 Audiologist applies their expertise in Audiology and evidence based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math and other content areas.**

**HE:** Audiologist collaborates with students and multidisciplinary team to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.

**E:** Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.

**PE:** Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.

**I:** Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.

**3.3 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the 4 C's.

**E:** Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the 4 C's.

**PE:** Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the 4 C's.

**I:** Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to the 4 C's.

**3.4 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21<sup>st</sup> century skills..

**E:** Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21<sup>st</sup> century skills.

**PE:** Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21<sup>st</sup> century skills.

**I:** Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to 21<sup>st</sup> century skills.

**3.5 Audiologist uses balanced assessment data to implement, deliver and refine differentiation of tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.**

**HE:** HE: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently review and use formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve teacher practice.

**E:** Audiologist consistently reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve teacher practice.

**PE:** Audiologist reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve teacher practice.

**I:** Audiologist rarely reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve teacher practice.

**3.6 Audiologist applies their expertise in Audiology to maintain educational audiology equipment/technology, differentiate student need for hearing assistive technology, and facilitate the use of this technology to support student auditory access to the GVC.**

**HE:** Teacher collaborates with students and multidisciplinary team to consistently apply their expert knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.

**E:** Teacher consistently applies their expert knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.

**PE:** Teacher applies their knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.

**I:** Teacher rarely applies their knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.

**3.7 Audiologist supports multidisciplinary teams in facilitating learning opportunities that empower students and stakeholders (student families and/or school service providers and/or private/medical providers) to advocate for their hearing health and auditory access needs to access the GVC.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that consistently empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.

**E:** Audiologist consistently supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that consistently empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.

**PE:** Audiologist supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.

**I:** Audiologist rarely supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.

**3.8 Audiologist supports multidisciplinary teams in facilitating learning opportunities that engage all students in an accessible learning environment to access the GVC.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote full auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.

**E:** Audiologist consistently supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote reasonable auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.

**PE:** Audiologist supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.

**I:** Audiologist rarely supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.

**3.9 Audiologist supports multidisciplinary teams in facilitating learning opportunities for all students to use World Class Tools to access the GVC.**

**HE:** Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.

**E:** Audiologist consistently supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.

**PE:** Audiologist supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.

**I:** Audiologist rarely supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.

**Standard 4 – CULTURE & CLIMATE: Audiologist models and collaborates with students and stakeholders to create a safe, accessible, and respectful environment.**

**4.1 Audiologist models and collaborates with students and stakeholders to create an environment that is safe.**

**HE:** Audiologist collaborates with students and stakeholders to construct and maintain an environment that is both physically and emotionally safe for all students.

**E:** Audiologist facilitates an environment that is both physically and emotionally safe for all students.

**PE:** Audiologist presents an environment that is physically and emotionally safe.

**I:** The environment is not physically or emotionally safe.

**4.2 Audiologist facilitates opportunities for students and staff to construct, understand and practice a restorative culture and climate.**

**HE:** Audiologist collaborates with students and staff to form and maintain a restorative culture and climate. Audiologist facilitates and models positive opportunities for students and staff to understand the impact of hearing loss on restorative practices, to have a voice in their community, to learn from their mistakes, to practice acceptable behavior, and to restore relationships what have been harmed.

**E:** Audiologist facilitates the opportunity for students and staff to develop a restorative culture and climate. Audiologist models positive opportunities for students and staff to understand the impact of hearing loss on restorative practices, to have a voice in their community, to learn from their mistakes, to practice acceptable behavior, and to restore relationships what have been harmed.

**PE:** Audiologist provides the opportunity for staff to understand the impact of hearing loss on restorative practices. Audiologist treats all students in a fair and equitable manner.

**I:** Audiologist does not provide the opportunity for staff or students to understand the impact of hearing loss on developing and maintaining a restorative community.

**4.3 Audiologist collaborates with students and stakeholders to establish an environment that honors student differences and facilitates opportunities for students to explore and respect cultural differences.**

**HE:** Audiologist collaborates with students and multidisciplinary team to facilitate a respectful environment where students feel safe to express cultural differences related to their Deafness/hearing impairment.

**E:** Audiologist facilitates an environment where students feel safe to express cultural differences related to their Deafness/hearing impairment.

**PE:** Audiologist promotes an environment where some students feel safe to express cultural differences related to their Deafness/hearing impairment.

**I:** Audiologist endorses a reactive environment that promotes limited expression of cultural differences related to Deafness/hearing impairment and deals with concerns as they arise.

**4.4 Audiologist models and establishes positive relationships with all students and stakeholders.**

**HE:** Audiologist respectfully interacts with every student and stakeholder as a unique individual and differentiates their interactions based on their knowledge of each student.

**E:** Audiologist respectfully interacts with all students and stakeholders.

**PE:** Audiologist creates an environment that encourages and builds positive relationships with most students and stakeholders.

**I:** Audiologist creates an environment where students are directed to interact respectfully.

**Standard 5 – PROFESSIONALISM: Audiologist demonstrates professional growth and development, leadership, and professionalism.**

**5.1 Audiologist works collaboratively with colleagues for the benefit of students.**

**HE:** Audiologist initiates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Audiologist works with school teams/administration to provide enriched opportunities for students.

**E:** Audiologist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Audiologist works with school teams/administration to provide enriched opportunities for students.

**PE:** Audiologist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.

**I:** Audiologist participates as required, and collaboration with colleagues is limited to cordial relationships.

**5.2 Audiologist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.**

**HE:** Audiologist creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, and Professional Pathways that is aligned to the district strategic plan – specifically, the DCSD learning progression.

**E:** Audiologist creates a professional growth plan based on prioritized needs identified in CITE that is aligned to the district strategic plan – specifically, the DCSD learning progression.

**PE:** Audiologist creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE and is aligned to the district strategic plan – specifically, the DCSD learning progression.

**I:** Audiologist creates a professional growth plan unrelated to CITE that is not aligned to the district strategic plan – specifically, the DCSD learning progression.

**5.3 Audiologist demonstrates application of professional learning in practice.**

**HE:** Audiologist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve practice, and successfully implements and measures impact of all professional development in practice.

**E:** Audiologist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in practice.

**PE:** Audiologist implements new knowledge or skills learned through professional development.

**I:** Audiologist participates in low-level or limited professional development and/or links professional development to professional practice on a limited basis.

**5.4 Audiologist differentiates communication with stakeholders and students regarding the individual hearing and/or auditory access needs of the student.**

HE: Audiologist fosters an open relationship with stakeholders and students and utilizes a variety of communication methods, with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.) in order to help students master World Class Outcomes.
E: Audiologist communicates with students and stakeholders, with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.) in order to help students master World Class Outcomes.
PE: Audiologist communicates with students and stakeholders regarding their hearing and/or auditory access needs.
I: Audiologist minimally communicates with students and stakeholders regarding their hearing and/or auditory access needs.
<b>5.5 Audiologist demonstrates professional and ethical conduct including following all laws, district policies, department procedures and Colorado Audiology Standards of Practice.</b>
HE: Audiologist leads and models professional behavior throughout the district and community.
E: Audiologist demonstrates professional behavior in meeting all expectations, both legal and department/district.
PE: Audiologist is compliant with legal and department/district expectations.
I: Audiologist does not meet legal and department/district expectations.