

## EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS AND INDICATORS

<b>STANDARD 1</b> Audiologist demonstrates expertise and mastery for the scope of practice for which they are responsible.	<b>STANDARD 2</b> Audiologist support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	<b>STANDARD 3</b> Audiologist plans, delivers, monitors services and/or specially designed instruction and creates environments that facilitate learning for their students.	<b>STANDARD 4</b> Audiologist reflects on their practice.	<b>STANDARD 5</b> Audiologist demonstrates collaboration, advocacy, and leadership.
<b>Indicator 1</b> Audiologist demonstrates knowledge of current developmental science (the manner in which learning occurs), the appropriate intellectual levels, social, and emotional development of their students within the scope of practice	<b>Indicator 1</b> Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.	<b>Indicator 1</b> Audiologist provides services and/or specially designed instruction aligned with state and federal laws, regulations, procedures, academic standards, the district’s organized plan of instruction and the individual needs of their students/caseloads.	<b>Indicator 1</b> Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness	<b>Indicator 1</b> Audiologist collaborates and advocates with colleagues, significant adults and community providers to meet the needs of students.
<b>Indicator 2</b> Audiologist demonstrates knowledge of effective and/or specifically designed instruction that reduce barriers to support learning in literacy, math and other content areas within the scope of practice.	<b>Indicator 2</b> Audiologist demonstrates respect for diversity within the home, school, local and global communities.	<b>Indicator 2</b> Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction	<b>Indicator 2</b> Audiologist connects professional growth to their professional goals.	<b>Indicator 2</b> Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies
<b>Indicator 3</b> Audiologist integrates evidenced based practices and research into their services and/or specially designed instruction. Audiologist demonstrates knowledge and expertise in the scope of practice.	<b>Indicator 3</b> Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.	<b>Indicator 3</b> Audiologist plans and consistently delivers services or specifically designed instruction that integrates multiple sources of data to improve practices related to student needs, learning and progress toward academic and communication standards for each student on their caseload.	<b>Indicator 3</b> Audiologist collaborates with colleagues, other significant adults and community providers to respond to changes in the listening environment to reflect upon effectiveness.	<b>Indicator 3</b> Audiologist contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.
<b>Indicator 4</b> Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.	<b>Indicator 4</b> Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/professionals.	<b>Indicator 4</b> Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.		

**STANDARD 1**

**Audiologist demonstrates expertise and mastery for the scope of practice for which they are responsible.**

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b></p> <p>Audiologist demonstrates knowledge of current developmental science (the manner in which learning occurs), the appropriate intellectual levels, social, and emotional development of their students within the scope of practice</p> <p><b>National Standards:</b></p> <p>Code of Ethics: ASHA, AAA, EAA                      IDEA Regulations: Search 300.34                      The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program                      EAA: Recommended Professional Practices for Educational</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence /consultation records</li> <li>Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs</li> </ul>	<p>Meets Level 3 AND</p> <p>Actively researches and assists others in understanding the auditory, linguistic and developmental factors that impact student learning</p>	<p>Audiologist provides services in a manner that consistently demonstrates knowledge and understanding of the complex communication systems (including but not limited to auditory access, communication mode, and psychosocial development) and educational options for students with hearing loss</p>	<p>Audiologist inconsistently provides services in a manner that consistently demonstrates knowledge and understanding of the complex communication systems (including but not limited to auditory access, communication mode and psychosocial development) and educational options for students with hearing loss</p>	<p>Audiologist rarely provides services in a manner that consistently demonstrates knowledge and understanding of the complex communication systems (including but not limited to auditory access, communication mode, and psychosocial development) and educational options for students with hearing loss</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b> Audiologist demonstrates knowledge of effective and/or specifically designed instruction that reduce barriers to support learning in literacy, math and other content areas within the scope of practice.</p> <p><b>National Standards</b> Code of Ethics: ASHA, AAA, EAA IDEA Regulations The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program EAA: Recommended Professional Practices for Educational Audiology ASHA: Scope of Practice in Audiology NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence / consultation records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, parent, and/or students, participation on MDTs, 504s, and/or IEPs</li> </ul>	<p>Meets Level 3 AND</p> <p>Actively researches a variety of strategies utilizing resources to support communication, literacy, math and other content areas that reduce barriers to student learning.</p>	<p>Audiologist consistently demonstrates and implements a variety of strategies utilizing resources to support communication, literacy, math and other content areas that reduce barriers to student learning.</p>	<p>Audiologist inconsistently demonstrates and implements a variety of strategies utilizing resources to support communication, literacy, math and other content areas that reduce barriers to student learning.</p>	<p>Audiologist rarely demonstrates and implements a variety of strategies utilizing resources to support communication, literacy, math and other content areas that reduce barriers to student learning.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b> Audiologist integrates evidenced based practices and research into their services and/or specially designed instruction. Audiologist demonstrates knowledge and expertise in the scope of practice.</p> <p><b>National Standards</b> Code of Ethics: ASHA, AAA, EAA IDEA Regulations The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program EAA: Recommended Professional Practices for Educational Audiology ASHA: Scope of Practice in Audiology NAC</p>	<ul style="list-style-type: none"> <li>• Student records</li> <li>• One piece of confirmatory evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Chart notes</li> <li>• Correspondence /consultation records</li> <li>• Observation</li> <li>• Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>• Student records can include but not limited to, IEP and MDT reports, diagnostic report, educational and developmental history</li> <li>• Communication log can include but not limited to communication with outside entities and colleagues</li> </ul>	<p>Meets Level 3 AND</p> <p>Actively researches multiple sources and implements information to improve access and participation in the learning environment.</p>	<p>Audiologist consistently provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence based audiological practices.</p>	<p>Audiologist inconsistently provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence based audiological practices.</p>	<p>Audiologist rarely provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence based audiological practices.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b></p> <p>Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>• Communication log</li> <li>• Student Records</li> <li>• One piece of confirmatory evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Pre/post conference</li> <li>• Chart notes</li> <li>• Correspondence /consultation records</li> <li>• Reports</li> <li>• Social work referrals</li> <li>• Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>• Communication log can include but not limited to documentation communication, feedback and/or surveys from stakeholders (parents, students, community members, and colleagues)</li> <li>• Collaboration activities can include but not limited to participation on steering committees, collaboration with the DCN, AG Bell, working with site based special education team and/or nurse, etc.</li> </ul>	<p>Meets Level 3 AND</p> <p>Actively seeks to facilitate relationships, utilizes support from the community and school resources.</p>	<p>Audiologist:</p> <p>Consistently serves as an educational liaison for students and collaborates with community providers.</p> <p>Consistently differentiates and integrates relevant past and present health, social, and family history.</p>	<p>Audiologist:</p> <p>Inconsistently serves as an educational liaison for students and collaborates with community providers.</p> <p>Inconsistently differentiates and integrating relevant past and present health, social, and family history.</p>	<p>Audiologist:</p> <p>Rarely serves as an educational liaison for students and collaborates with community providers.</p> <p>Rarely differentiates and integrating relevant past and present health, social, and family history.</p>

**STANDARD 2**

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

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b></p> <p>Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA                      IDEA Regulations                      The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program                      EAA: Recommended Professional Practices for Educational Audiology                      ASHA: Scope of Practice in Audiology                      NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence/consultation records</li> <li>Classroom assessment</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches and implements evidence based practices and/or resources to improve transition outcomes.</p>	<p>Audiologist:</p> <p>Consistently demonstrates and implements effective communication with peers, teachers and other significant adults.</p> <p>Consistently promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.</p>	<p>Audiologist:</p> <p>Inconsistently demonstrates and implements effective communication with peers, teachers and other significant adults.</p> <p>Inconsistently promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.</p>	<p>Audiologist:</p> <p>Rarely demonstrates and implements effective communication with peers, teachers and other significant adults.</p> <p>Rarely promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b></p> <p>Audiologist demonstrates respect for diversity within the home, school, local and global communities.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessments and reports</li> <li>Formal and informal assessments</li> <li>Correspondence/consultation records</li> <li>Classroom assessments</li> <li>Chart notes</li> <li>Student records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Observations can include but not limited to formal and informal student assessments and interactions/ collaboration with student, colleague, and other significant adults</li> <li>Documentation can consist of, but not limited to, certificates of completion of District wide diversity trainings, completion of conduct trainings, etc.</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches culturally and diverse approaches to implement and deliver services to include, but not limited to, the deaf culture.</p>	<p>Audiologist consistently provides unbiased information regarding hearing loss, communication options, educational options, and technology options using multiple sources of data and demonstrating sensitivity to different cultures to include but not limited to the deaf culture.</p>	<p>Audiologist inconsistently provides unbiased information regarding hearing loss, communication options, educational options, and technology options using multiple sources of data and demonstrating sensitivity to different cultures to include but not limited to the deaf culture.</p>	<p>Audiologist rarely provides unbiased information regarding hearing loss, communication options, educational options, and technology options using multiple sources of data and demonstrating sensitivity to different cultures to include but not limited to the deaf culture.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b></p> <p>Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Student records</li> <li>Chart notes</li> <li>Correspondence/consultation records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Student records can include but not limited to, IEP and MDT reports, diagnostic report, educational and developmental history, student inventories/observation records</li> <li>Communication log can include but not limited to collaboration activities, communication with outside entities and colleagues</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches and participate in services that take into account unique backgrounds, interests, cultures, and abilities.</p>	<p>Audiologist:</p> <p>Consistently utilizes procedures and tools that specifically address individual educational and referral concerns.</p> <p>Consistently delivers services/assessments that are developmentally appropriate, addressing receptive and expressive communication abilities of the student.</p> <p>Consistently dynamically adapts to the behavioral, cognitive, communication, and physical abilities of the student.</p>	<p>Audiologist:</p> <p>Inconsistently utilizes procedures and tools that specifically address individual educational and referral concerns.</p> <p>Inconsistently delivers services/assessments that are developmentally appropriate, addressing receptive and expressive communication abilities of the student.</p> <p>Inconsistently dynamically adapts to the behavioral, cognitive, communication, and physical abilities of the student.</p>	<p>Audiologist:</p> <p>Rarely utilizes procedures and tools that specifically address individual educational and referral concerns.</p> <p>Rarely delivers services/assessments that are developmentally appropriate, addressing receptive and expressive communication abilities of the student.</p> <p>Rarely dynamically adapts to the behavioral, cognitive, communication, and physical abilities of the student.</p>



Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b></p> <p>Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/ professionals.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA IDEA The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program EAA: Recommended Professional Practices for Educational Audiology ASHA: Scope of Practice in Audiology NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Correspondence/ consultation records</li> <li>Internal/External Collaboration activities</li> <li>Documentation of in-service and workshop presentations</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Communication log can include but not limited to feedback from parents, colleagues, and outside agencies</li> <li>Documentation of in-service and workshop presentation can include but not limited to providing copies of the materials from workshops conducted by audiologist, attendance records, research articles, etc.</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches and implements evidence based practices regarding the educational impact of hearing loss and other relevant auditory difficulties in a relevant manner.</p>	<p>Audiologist:</p> <p>Consistently counsels students, staff, and families regarding the educational impact of hearing loss and other relevant auditory difficulties in an appropriate manner to include, but not limited to the use of interpreters, communication modalities, access to peers.</p> <p>Consistently partners with families and significant adults to help meet educational goals.</p>	<p>Audiologist:</p> <p>Inconsistently counsels students, staff, and families regarding the educational impact of hearing loss and other relevant auditory difficulties in an appropriate manner to include, but not limited to the use of interpreters, communication modalities, access to peers.</p> <p>Inconsistently partners with families and significant adults to help meet educational goals.</p>	<p>Audiologist:</p> <p>Rarely counsels students, staff, and families regarding the educational impact of hearing loss and other relevant auditory difficulties in an appropriate manner to include, but not limited to the use of interpreters, communication modalities, access to peers.</p> <p>Rarely partners with families and significant adults to help meet educational goals.</p>

**STANDARD 3**

**Audiologist plans, delivers, monitors services and/or specially designed instruction and creates environments that facilitate learning for their students.**

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b></p> <p>Audiologist provides services and/or specially designed instruction aligned with state and federal laws, regulations, procedures, academic standards, the district’s organized plan of instruction and the individual needs of their students/ caseloads.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA                      IDEA Regulations                      The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program                      EAA: Recommended Professional Practices for Educational Audiology                      ASHA: Scope of Practice in Audiology                      NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence / consultation records</li> <li>Classroom assessment</li> <li>Chart notes</li> <li>Student records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional</li> </ul>	<p>Meet Level 3 AND</p> <p>Actively researches and advocates for needed policy changes to support and/or improve special education procedures.</p>	<p>Audiologist consistently adheres to and implements federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures and is knowledgeable of policy changes.</p>	<p>Audiologist inconsistently adheres to and implements federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures and is knowledgeable of policy changes.</p>	<p>Audiologist rarely adheres to and implements federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures and is knowledgeable of policy changes.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b></p> <p>Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence / consultation records</li> <li>Classroom assessment</li> <li>Chart notes</li> <li>Student records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches resources and implements a variety of techniques to improve student support services.</p>	<p>Audiologist consistently utilizes analyzes, and interprets results from multiple data points/ body of evidence that targets communication and educational needs to develop services and/or specifically designed instruction.</p>	<p>Audiologist inconsistently utilizes, analyzes, and interprets results from multiple data points/ body of evidence that targets communication and educational needs to develop services and/or specifically designed instruction.</p>	<p>Audiologist rarely utilizes analyzes, and interprets results from multiple data points/ body of evidence that targets communication and educational needs to develop services and/or specifically designed instruction.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b></p> <p>Audiologist plans and consistently delivers services or specifically designed instruction that integrates multiple sources of data to improve practices related to student needs, learning and progress toward academic and communication standards for each student on their caseload.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA            The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence / consultation records</li> <li>Classroom assessment</li> <li>Chart notes</li> <li>Student records</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches resources and implementing a variety of techniques to improve student outcomes.</p>	<p>Audiologist consistently delivers services and/or specifically designed instruction that integrate evidence based data from colleagues, significant adults, and other disciplines to address student needs and make progress toward achieving academic and communication standards.</p>	<p>Audiologist inconsistently delivers services and/or specifically designed instruction that integrate evidence based data from colleagues, significant adults, and other disciplines to address student needs and make progress toward achieving academic and communication standards.</p>	<p>Audiologist rarely delivers services and/or specifically designed instruction that integrate evidence based data from colleagues, significant adults, and other disciplines to address student needs and make progress toward achieving academic and communication standards.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 4</b></p> <p>Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence /consultation records</li> <li>Classroom assessment</li> <li>Chart notes</li> <li>Student records</li> <li>Communication log</li> <li>Pre/post conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> <li>Communication log can include but not limited to documentation communication, feedback and/or surveys from stakeholders (parents, students, community members, and colleagues)</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researching resources and implementing a variety of techniques to improve student outcomes.</p>	<p>Audiologist consistently communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.</p>	<p>Audiologist inconsistently communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.</p>	<p>Audiologist rarely communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.</p>

**STANDARD 4**  
Audiologist reflects on their practice.

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b></p> <p>Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA IDEA The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program EAA: Recommended Professional Practices for Educational Audiology ASHA: Scope of Practice in Audiology NAC</p>	<ul style="list-style-type: none"> <li>Monitoring student performance</li> <li>One confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of professional development/ continuing education activities</li> <li>Documentation of presentations</li> <li>Documentation of participation in community activities</li> <li>Documentation of memberships in professional organizations</li> <li>Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring student performance can include but not limited to functional assessments (acoustic and physical parameters) of the classroom</li> <li>Documentation of participation in community activities including but not limited to supporting Deaf and Hard of Hearing (DHH)</li> </ul>	<p>Meets Level 3 AND Based on analyses of data, actively researches, applies and evaluates new and innovative strategies for continuous improvement of professional practice and improved student outcomes.</p>	<p>Audiologist consistently analyzes student learning, development and growth.to guide continuous improvement of professional practice.</p>	<p>Audiologist inconsistently analyzes student learning, development and growth.to guide continuous improvement of professional practice.</p>	<p>Audiologist rarely analyzes student learning, development and growth.to guide continuous improvement of professional practice.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b></p> <p>Audiologist connects professional growth to their professional goals.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>• Completion of the Goal Setting and Planning Tool</li> <li>• One confirmatory source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of professional development/ continuing education activities</li> <li>• Documentation of presentations</li> <li>• Documentation of participation in community activities</li> <li>• Documentation of memberships in professional organizations</li> <li>• Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of participation in community activities including but not limited to supporting Deaf and Hard of Hearing (DHH)</li> </ul>	<p>Meets Level 3 AND</p> <p>Actively researches various methods of collecting data from students, families, and colleagues to assess long term professional development</p>	<p>Audiologist consistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>	<p>Audiologist inconsistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>	<p>Audiologist rarely develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b></p> <p>Audiologist collaborates with colleagues, other significant adults and community providers to respond to changes in the listening environment to reflect upon effectiveness.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Audiological assessment and reports</li> <li>Formal and informal student assessments</li> <li>Correspondence/consultation records</li> <li>Classroom assessment</li> <li>Chart notes</li> <li>Student records</li> <li>Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</li> <li>Correspondence/ Consultation records can include but not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs, documentation of data collection and interventions, language accessible materials</li> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches evidence-based practices to incorporate different and/or more comprehensive strategies and resources</p>	<p>Audiologist:</p> <p>Consistently collaborates and reflects with colleagues, significant adults and community providers,</p> <p>Consistently shifts priorities and activities based on changes assessed in the listening environment.</p> <p>Consistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>	<p>Audiologist:</p> <p>Inconsistently collaborates and reflects with colleagues, significant adults and community providers,</p> <p>Inconsistently shifts priorities and activities based on changes assessed in the listening environment.</p> <p>Inconsistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>	<p>Audiologist:</p> <p>Rarely collaborates and reflects with colleagues, significant adults and community providers,</p> <p>Rarely shifts priorities and activities based on changes assessed in the listening environment.</p> <p>Rarely develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.</p>



**STANDARD 5**

**Audiologist demonstrates collaboration, advocacy, and leadership.**

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 1</b></p> <p>Audiologist collaborates and advocates with colleagues, significant adults and community providers to meet the needs of students.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA                      IDEA Regulations                      The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program                      EAA: Recommended Professional Practices for Educational Audiology                      ASHA: Scope of Practice in Audiology                      NAC</p>	<ul style="list-style-type: none"> <li>• Communication log</li> <li>• One confirmatory source of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Internal/External Collaboration activities</li> <li>• Documentation of in-service and workshop presentations</li> <li>• Chart notes</li> <li>• Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>• Communication log can include but not limited to feedback from parents, colleagues, and outside agencies</li> <li>• Documentation of in-service and workshop presentation can include but not limited to providing copies of the materials from workshops conducted by audiologist, attendance records, research articles, etc.</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches, collaborates, and communicates with colleagues, significant adults and community providers to create a multi-tiered continuum of services to support students</p>	<p>Audiologist consistently advocates and collaborates with colleagues, significant adults and community providers, and demonstrates leadership to implement and/or maintain a multi-tiered continuum of services to support students.</p>	<p>Audiologist inconsistently advocates and collaborates with colleagues, significant adults and community providers, and demonstrates leadership to implement and/or maintain a multi-tiered continuum of services to support students</p>	<p>Audiologist rarely advocates and collaborates with colleagues, significant adults and community providers, and demonstrates leadership to implement and/or maintain a multi-tiered continuum of services to support students.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 2</b></p> <p>Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Correspondence/consultation records</li> <li>Documentation of evidence based strategies and practices</li> <li>Pre/post observation conference</li> </ul>	<ul style="list-style-type: none"> <li>Communication log can include but not limited to feedback from parents, colleagues, and outside agencies</li> <li>Documentation of evidence based strategies and practices can include but not limited to providing copies of federal, state, local/district policies and/or additional research materials pertaining to high ethical standards</li> </ul>	<p>Meets level 3 AND</p> <p>Actively researches and takes a leadership role in promoting compliance with current federal, state, and local laws, as well as district policies and procedures in the educational environment.</p>	<p>Audiologist consistently demonstrates high ethical standards by complying with current federal, state, and local laws, as well as district policies and procedures.</p>	<p>Audiologist inconsistently demonstrates high ethical standards by complying with current federal, state, and local laws, as well as district policies and procedures</p>	<p>Audiologist rarely demonstrates high ethical standards by complying with current federal, state, and local laws, as well as district policies and procedures.</p>

Indicators				Performance Levels			
What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p><b>Indicator 3</b></p> <p>Audiologist contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.</p> <p><b>National Standards</b></p> <p>Code of Ethics: ASHA, AAA, EAA            IDEA Regulations            The Educational Audiologist’s Role and On-Going Hearing Surveillance in Young Children (EDHI) Program            EAA: Recommended Professional Practices for Educational Audiology            ASHA: Scope of Practice in Audiology            NAC</p>	<ul style="list-style-type: none"> <li>Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Correspondence/ consultation records</li> <li>Documentation of evidence based strategies and practices</li> </ul>	<ul style="list-style-type: none"> <li>Communication log can include but not limited to feedback from parents, colleagues, and outside agencies</li> <li>Documentation of evidence based strategies and practices can include but not limited to providing copies of federal, state, local/district policies and/or additional research materials pertaining to high ethical standards</li> </ul>	<p>Meets level 3 AND</p> <p>Audiologist actively researches evidence-based practices to contribute knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.</p>	<p>Audiologist consistently contributes general knowledge about hearing loss and suggests evidence-based educational practices in collaboration with internal and external stakeholders to meet student needs</p>	<p>Audiologist inconsistently contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.</p>	<p>Audiologist rarely contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.</p>