

Boulder Valley School District Effective Specialized Service Professionals Standards – Audiologists

<i>Impact of Hearing Loss</i>	Standard I: Audiologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element a: Audiologists demonstrate knowledge of current developmental science, and the appropriate levels of intellectual, social, and emotional development of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands impact of hearing loss of intellectual, social, and emotional development 	<ul style="list-style-type: none"> ➤ Applies knowledge of auditory, language, and psychosocial development to practice ➤ Demonstrates an understanding of communication systems and educational options for children with hearing loss 	<ul style="list-style-type: none"> ➤ Assists others in Demonstrates understanding the auditory, linguistic and developmental factors that impact student learning 	<p>Creates an environment where staff, students, and/or families:</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of the impact of hearing on development and communication

<i>Interventions and accommodations</i>	Standard I: Audiologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element b: Audiologists demonstrate knowledge of effective services and/or accommodations		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands barriers to learning related to hearing and listening 	<ul style="list-style-type: none"> ➤ Identifies barriers to learning and access to instruction related to hearing and listening, and recommends universal interventions and accommodations 	<ul style="list-style-type: none"> ➤ Identifies barriers to learning and access to instruction related to hearing and listening, and recommends specific interventions and accommodations 	<ul style="list-style-type: none"> ➤ Identifies barriers to learning and access to instruction related to hearing and listening, recommends specific interventions and accommodations, and verifies efficacy of those measures <p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Identify barriers to hearing, communication, or learning ➤ Demonstrate

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			increased access to instructional environment
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Evidence Based Practice	Standard I: Audiologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element c: Audiologists integrate evidence-based practices and research findings into their services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands the concept and importance of using evidence-based audiological practices 	<ul style="list-style-type: none"> ➤ Provides services that are consistent with current research and standards of practice 	<ul style="list-style-type: none"> ➤ Provides recommendations, reports and information that reflect a connection between student data and evidence based audiological practices 	Creates an environment where staff, students, and/or families: <ul style="list-style-type: none"> ➤ Implement audiologist's information to improve access to the participation in the learning environment ➤ Demonstrate benefit from audiologist's instruction and research-based services

Collaboration	Standard I: Audiologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element d: Audiologists demonstrate knowledge of the interconnectedness of home, school, and community influences on student achievement		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Recognizes the importance of home, school and community on student achievement 	<ul style="list-style-type: none"> ➤ Provides information about community and school resources to support student needs ➤ Makes appropriate educational and community referrals 	<ul style="list-style-type: none"> ➤ Differentiates and integrates relevant past and present health, social and family history ➤ Serves as an educational liaison for students and collaborates with 	Creates an environment where students: <ul style="list-style-type: none"> ➤ Can experience a continuum of support from family, school and community ➤ Can utilize support from community and school resources

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		community providers	
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Standard of Practice	Standard I: Audiologists demonstrate mastery of and expertise in the domain for which they are responsible		
	Element e: Audiologists demonstrate expertise in their professions		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is knowledgeable about state and national educational audiology standards of practice 	<ul style="list-style-type: none"> ➤ Provides services to ensure that students with auditory difficulties are identified and properly evaluated 	<ul style="list-style-type: none"> ➤ Provides audiology expertise to educational teams and families <p>Creates an environment where Students:</p> <ul style="list-style-type: none"> ➤ Access Free and appropriate educational audiology services ➤ Receives services that meet Educational Audiology Standards of Practice 	<ul style="list-style-type: none"> ➤ Reviews state and national audiology standards to adapt district screening, evaluation and follow procedures ➤ Educating interdepartmental staff on current standards so students can experience timely and seamless identification and delivery of service

Inclusion	Standard II: Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element a: Audiologists foster safe and accessible learning environments in which each student has a positive, nurturing relationship with caring adults and peers		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands how to provide students with a safe and accessible environment 	<ul style="list-style-type: none"> ➤ Supports a learning environment focusing on communication access 	<ul style="list-style-type: none"> ➤ Facilitates a learning environment that promotes acceptance of hearing loss and hearing technology ➤ Nurtures student self-concept 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Can communicate with their peers, teachers and other in their environment ➤ Have positive self-concepts ➤ Feel confident to express their needs related to hearing, technology, and/or

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			learning
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Respect	Standard II: Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element b: Audiologists demonstrate respect for diversity with the home, school, and local and global communities		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Respects the diverse background of students and their families 	<ul style="list-style-type: none"> ➤ Uses tools, assessments, and materials that are culturally appropriate and free from cultural bias 	<ul style="list-style-type: none"> ➤ Provides unbiased information regarding hearing loss, communication options, educational programming, and technology options ➤ Demonstrates sensitivity to cultural differences within family systems including deaf culture 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Demonstrate respect for each other and the audiologist ➤ Engage in respectful and open dialogue with each other and the audiologist

Individualized	Standard II: Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element c: Audiologists engage students as unique individuals with diverse backgrounds, interests, strengths, and needs		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Treats students as individuals 	<ul style="list-style-type: none"> ➤ Delivers services appropriate to the developmental, receptive and expressive abilities of students ➤ Utilizes procedures and tools that specifically address individual educational and 	<ul style="list-style-type: none"> ➤ Makes recommendations and/or referrals based on unique needs of the students ➤ Collaborates with interdepartmental staff to create and implement appropriate 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Participate in services which take into account their unique backgrounds, interests, and needs ➤ Feel valued as individuals

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	<ul style="list-style-type: none"> ➤ referral concerns ➤ Dynamically adapts to the behavioral level of the child 	<ul style="list-style-type: none"> communication strategies and accommodations for an individual student 	
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Communication	Standard II: Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element d: Audiologists engage in proactive, clear, and constructive communication and work collaboratively with students, families, and other significant adults and/or professionals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Fosters an environment that is inviting to students, families and other significant adults including professionals 	<ul style="list-style-type: none"> ➤ Uses appropriate communication supports (interpreters and translators) ➤ Provides verbal and written information, avoiding jargon-filled language, that is clear and understandable to the listener 	<ul style="list-style-type: none"> ➤ Partners with families and significant adults to help students meet education goals ➤ Counsels students, families and staff regarding the educational impact of hearing loss and other auditory difficulties in a relative manner 	<ul style="list-style-type: none"> Creates an environment where students and/or families: <ul style="list-style-type: none"> ➤ Actively participate in the educational process ➤ Seek the audiologist’s assistance when needed ➤ Communicate effectively with the audiologist

Efficiency	Standard II: Audiologists support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students		
	Element e: Audiologists select, create and/or support accessible learning environments characterized by acceptable student behavior, efficient use of time, and appropriate behavioral strategies		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Has strategies to guide student behavior during service provision 	<ul style="list-style-type: none"> ➤ Structures services (screening, evaluation, FM equipment delivery and troubleshooting) to 	<ul style="list-style-type: none"> ➤ Makes maximum use of service provision time ➤ Maintains a safe and orderly environment 	<ul style="list-style-type: none"> Creates an environment where students: <ul style="list-style-type: none"> ➤ Stay on task in the service provision environment ➤ Participate actively in

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	minimize interruption of instructional time		the learning environment
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Regulations	Standard III: Audiologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element a: Audiologists provide services and/or specially designed instruction aligned with state and federal laws, regulations and procedures, academic standards, their districts’ organized plans of instruction and the individual needs of their students		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Is knowledgeable about the federal, and state laws, district policies, and the Colorado Standards 	<ul style="list-style-type: none"> ➤ Adheres to legal requirements such as state screening laws and special education procedures ➤ Completes evaluations and reports for students with identified hearing loss within mandated time limits 	<ul style="list-style-type: none"> ➤ Collaborates to determine eligibility for special education in accordance with state law ➤ Actively participates in the development of student plans such as a member of the educational team 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Demonstrate an understanding of their educational rights required by law

Data Interpretation	Standard III: Audiologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element b: Audiologists utilize multiple sources of data, which include valid informal and/or formal assessments, to determine services, accommodations services and/or specially designed instruction		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Has knowledge of appropriate protocols of assessment and data-collection 	<ul style="list-style-type: none"> ➤ Utilizes multiple sources of data ➤ Provides assessments that are targeted to educational and communication needs of students ➤ Conducts various levels of evaluation 	<ul style="list-style-type: none"> ➤ Uses, analyzes and interprets results from a comprehensive assortment of audiological tests for team collaboration ➤ Integrates traditional 	<p>Creates an environment where students:</p> <ul style="list-style-type: none"> ➤ Participate willingly in formal and informal assessments ➤ Seek to understand their abilities and how best they learn

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	such as screening, observation, interview and/or functional assessments	audiometric data with functional assessment data and communicates overall results for service and accommodation determination	
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Technology	Standard III: Audiologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element c: Audiologists support and integrate appropriate available technology in their services and/or specially designed instruction to maximize student outcomes		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Evaluates the need for hearing assistive technology and provides assistive technology when appropriate ➤ Understands classroom acoustics and its effects on the learning environment 	<ul style="list-style-type: none"> ➤ Abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistive technology 	<ul style="list-style-type: none"> ➤ Uses a variety of methods to ensure that personal and hearing assistance technology is optimally fit and functioning ➤ Supports significant adults in the use of hearing assistive technology ➤ Acts as a resource for classroom acoustics measurement and mitigation ➤ Acts as a resource for classroom acoustics measurement and mitigation 	<p>Creates an environment where students and/or families:</p> <ul style="list-style-type: none"> ➤ Understand the importance of utilizing hearing technology ➤ Can perform basic troubleshooting ➤ Demonstrate improved auditory access using equipment that functions on a consistent basis ➤ Self-advocate for optimal classroom listening environment

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Effective Communication	Standard III: Audiologists plan, deliver, and/or monitor services and/or specially designed instruction and/or create environments that facilitate learning for their students		
	Element d : Audiologists communicate effectively with students		
Essentials	Partially Effective	Effective	Highly Effective
➤ Establishes rapport with students	➤ Explains audiologic findings and/or provides feedback to students	➤ Collaborates with students and staff to ensure that students and/or caregivers understand hearing, listening and learning needs (including benefits from assistive listening equipment)	Creates an environment where students: <ul style="list-style-type: none"> ➤ Feel and/or appear comfortable interacting with the audiologist and advocating for their needs ➤ Demonstrate knowledge of their own hearing difficulty and the unique ways in which they are impacted, including the benefits and limitations of their assistive listening equipment specific to themselves

Student Learning	Standard IV: Audiologists reflect on their practice		
	Element a : Audiologists demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice		
Essentials	Partially Effective	Effective	Highly Effective
➤ Understands how student learning occurs and how hearing impacts student learning	➤ Dialogues with colleagues (other educational audiologists and teachers of the deaf/hard of hearing) to make connections between school/classroom data and research-based practices	<ul style="list-style-type: none"> ➤ Applies knowledge of hearing ability, student learning, development, and growth to the development of accommodation plans and environmental & instructional strategies ➤ Collects and analyzes student 	<ul style="list-style-type: none"> ➤ Actively investigates new ideas to enhance practices that improve student outcomes ➤ Monitors and evaluates professional practices to determine what works for students ➤ Based on analyses of data, applies and evaluates new and

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		data to inform practice (teacher questionnaires and classroom observation)	innovative strategies for continuous improvement of professional practice
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Professional Development	Standard IV: Audiologists reflect on their practice		
	Element b : Audiologists link professional growth to their professional goals		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Completes required professional development 	<ul style="list-style-type: none"> ➤ Applies knowledge and skills learned through professional development to audiology practice 	<ul style="list-style-type: none"> ➤ Develops professional goals based on the likelihood of having a positive impact on student learning, alignment with relevant standards, current research and student needs ➤ Learns new skills to improve professional practice 	<ul style="list-style-type: none"> ➤ Develops and follows a long-term professional development plan ➤ Gathers data from students, families, and colleagues to assess long term professional development goals and modify as needed

Dynamic	Standard IV: Audiologists reflect on their practice		
	Element c : Audiologists respond to complex, dynamic environments		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Understands that the learning environment is complex and dynamic 	<ul style="list-style-type: none"> ➤ Scans the learning environment for changes that influence practice 	<ul style="list-style-type: none"> ➤ Demonstrates flexibility, shifting priorities and activities, based on changes in the learning environment 	<ul style="list-style-type: none"> ➤ Assists colleagues and/or families in being responsive to changes in the learning environment ➤ Expands role to incorporate different or more comprehensive responsibilities as needed

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Collaboration		Standard V: Audiologists demonstrate collaboration, advocacy, and leadership		
		Element a: Audiologists collaborate with internal and external colleagues to meet the needs of students		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Establishes and promotes positive interpersonal relationships 	<ul style="list-style-type: none"> ➤ Builds professional and personal trust and credibility with others 	<ul style="list-style-type: none"> ➤ Establishes communication and serves as an effective liaison with district and community service providers 	<ul style="list-style-type: none"> ➤ Works collaboratively with other school personnel to create and/or maintain a multi-tiered continuum of services to support students' attainment of academic, communicative, social and emotional goals ➤ Contributes to district and/or community committees and teams 	

Advocacy		Standard V: Audiologists demonstrate collaboration, advocacy, and leadership		
		Element b: Audiologists advocate for students, families, and schools		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Understands the need to advocate for students, families and schools 	<ul style="list-style-type: none"> ➤ Reaches out to students, families, and the community in order to understand their needs 	<ul style="list-style-type: none"> ➤ Reviews current policies and procedures with interdepartmental colleagues to ensure student and school needs are being best met 	<ul style="list-style-type: none"> ➤ Discusses potential revisions and attempts to make those revisions to policies and procedures in order to better address student and school needs ➤ Contributes to and/or participates in school and district task forces and committees to advocate for students ➤ Participates in activities designed to 	

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			improve policies and procedures that affect student learning
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Leadership		Standard V: Audiologists demonstrate collaboration, advocacy, and leadership		
		Element c: Audiologists contribute knowledge, skills, and leadership to educational practices and their profession		
Essentials	Partially Effective	Effective	Highly Effective	
<ul style="list-style-type: none"> ➤ Shares expertise with colleagues ➤ Understands district and/or school goals and initiatives 	<ul style="list-style-type: none"> ➤ Serves as a member of the departmental/ educational team to support student growth and development ➤ Recognizes opportunities to develop leadership skills 	<ul style="list-style-type: none"> ➤ Serves as an active member of the department/educational team, who provides input and support on student growth and development ➤ Confers with administrators to improve working and student learning conditions 	<ul style="list-style-type: none"> ➤ Participates in district-wide decision-making processes ➤ Mentors and or supervises other professionals or trainees to facilitate their professional development ➤ Advocates for the inclusion of school-based audiologists in education and government decision-making processes ➤ Initiates and leads collaborative activities with colleagues to share ideas to improve student outcomes, contribute to state, district, or school goals and support struggling students 	

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Ethics	Standard V: Audiologists demonstrate collaboration, advocacy, and leadership		
	Element e: Audiologists demonstrate high ethical standards		
Essentials	Partially Effective	Effective	Highly Effective
<ul style="list-style-type: none"> ➤ Maintains confidentiality of student records as required by law ➤ Adheres to standards of professional practice 	<ul style="list-style-type: none"> ➤ Maintains confidentiality of student and colleague interactions as well as student and personal data 	<ul style="list-style-type: none"> ➤ Demonstrates ethical behavior, including honesty, integrity, fair treatment, and respect for others 	<ul style="list-style-type: none"> ➤ Encourages colleagues to demonstrate ethical behavior ➤ Expects ethical behavior on the part of students ➤ Models and sets expectations for ethical behavior for staff and/or students