

## Draft 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>	<b>Indicator 3</b>	<b>Indicator 3</b>	<b>Indicator 3</b>	Indicator 3

<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.
Audiologist integrates evidenced based practices and research into their services and/or specially designed instruction. Audiologist demonstrates knowledge and expertise in their scope of practice.	Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.	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 towards academic and communication standards for each student on their caseload	Audiologist collaborates with colleagues, other significant adults and community providers to respond to changes in the listening environment to reflect upon effectiveness.	Audiologist coordinates, facilitates, educates, and/or provides leadership in professional meetings with colleagues, other significant adults and community providers.
<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*

<b>What Audiologist Need to Demonstrate</b>	<b>Mandatory Evidence Sources of Instructional Practice</b>	<b>Confirmatory Evidence Sources of Instructional Practice</b>	<b>Description/Notes</b>	<b>National Association Standards ASHA AAA EAA IDEA</b>
<p><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.</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> </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>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>ASHA: Scope of Practice in Audiology</li> <li>Nevada Administrative Code</li> </ul>
<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>	<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> </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</li> </ul>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI)</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
			include but not limited to, chart notes, collaboration activities, communication with community agencies, parent, and/or students, participation on MDTs, 504s, and/or IEPs	Program <ul style="list-style-type: none"> <li>● EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>● ASHA: Scope of Practice in Audiology</li> <li>● Nevada Administrative Code</li> </ul>
<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>	<ul style="list-style-type: none"> <li>● Student records</li> <li>● One confirmatory piece of evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Chart notes</li> <li>● Communication log</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>	<ul style="list-style-type: none"> <li>● Code of Ethics: ASHA, AAA, EAA</li> <li>● IDEA Regulations: Search 300.34</li> <li>● The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>● EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>● ASHA: Scope of Practice in Audiology</li> <li>● Nevada Administrative Code</li> </ul>
<p><b>Indicator 4</b> Audiologist demonstrates</p>	<ul style="list-style-type: none"> <li>● Communication log</li> <li>● Internal/External</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	<ul style="list-style-type: none"> <li>● Communication log can include but not limited to</li> </ul>	<ul style="list-style-type: none"> <li>● Code of Ethics: ASHA, AAA, EAA</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
knowledge of the interconnectedness of the home, school, and community influences on student achievement.	Collaboration activities		<p>documentation communication, feedback and/or surveys from stakeholders (parents, students, community members, and colleagues)</p> <ul style="list-style-type: none"> <li>• Collaboration activities can include but not limited to participation on steering committees, collaboration with the deaf center of Nevada, working with site based special education team and/or nurse, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>

**STANDARD 1: Audiologist demonstrates expertise and mastery for the scope of practice for which they are responsible.**

*PERFORMANCE LEVELS*

<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>Indicator 2</b></p> <p>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>Indicator 3</b></p> <p>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>Indicator 4</b></p> <p>Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.</p>
<p><b>Level 4 Meets Level 3 AND</b> Actively researches and assists others in understanding the auditory, linguistic and developmental factors that impact student learning.</p>	<p><b>Level 4 Meets Level 3 AND</b> 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><b>Level 4 Meets Level 3 AND</b> Actively researches multiple sources and implements information to improve access to and participation in the learning environment.</p>	<p><b>Level 4 Meets Level 3 AND</b> Actively seeks to facilitate relationships, utilizes support from the community and school resources</p>
<p><b>Level 3</b> Consistently implements an understanding of the complex communication systems (including but not limited to auditory, communication and psychosocial development) and educational options for students with hearing loss.</p>	<p><b>Level 3</b> Collaborates 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><b>Level 3</b> Provides and implements recommendations and reports information that reflects a connection between student data and evidence based audiological practices.</p>	<p><b>Level 3</b> Serves as an educational liaison for students and collaborates with community providers. Differentiating and integrating relevant past and present health, social, and family history.</p>
<p><b>Level 2</b></p>	<p><b>Level 2</b></p>	<p><b>Level 2</b></p>	<p><b>Level 2</b></p>

<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 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 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 4</b>  Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.
Applies knowledge of auditory, communication, and psychosocial development to practice.	Identifies and recommends interventions and adaptations that reduce barriers to learning and increase access to instruction.	Identifies services that are consistent with current research and standards of practice.	Utilizes community and school resources to support student needs. Making appropriate educational and community referrals.
<b>Level 1</b> Understands general child and auditory development to audiological practices.	<b>Level 1</b> Understands barriers to learning, including those related to hearing and listening.	<b>Level 1</b> Demonstrates an understanding of the concept and importance of using evidence-based audiological practices.	<b>Level 1</b> Recognizes the importance of home, school, and the community on the impact on student learning.

**STANDARD 2:** Audiologist support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.

*INDICATORS*

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
<p><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.</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> </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>	<ul style="list-style-type: none"> <li>Nevada Administrative Code</li> </ul>
<p><b>Indicator 2</b></p>	<ul style="list-style-type: none"> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Observations can</li> </ul>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA,</li> </ul>



What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
Audiologist demonstrates respect for diversity within the home, school, local and global communities.	<ul style="list-style-type: none"> <li>Documentation of trainings, in-service and workshop presentations and related materials</li> </ul>		<p>include but not limited to formal and informal student assessments and interactions/collaboration with student, colleague, and other significant adults</p> <ul style="list-style-type: none"> <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>AAA, EAA</p> <ul style="list-style-type: none"> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>ASHA: Scope of Practice in Audiology</li> <li>Nevada Administrative Code</li> </ul>
<p><b>Indicator 3</b> Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.</p>	<ul style="list-style-type: none"> <li>Student records</li> <li>One confirmatory pieces of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Chart notes</li> <li>Communication log</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>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> </ul>

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				<ul style="list-style-type: none"> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>
<p><b>Indicator 4</b> Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/professionals.</p>	<ul style="list-style-type: none"> <li>• Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Communication log</li> <li>• Internal/External Collaboration activities</li> <li>• Documentation of in-service and workshop presentations</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>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>

**Standard 2** Audiologist supports and/or establishes a safe, inclusive, and respectful learning environment for a diverse population of students.

*Performance Levels*

<p><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.</p>	<p><b>Indicator 2</b> Audiologist demonstrates respect for diversity within the home, school, local and global communities.</p>	<p><b>Indicator 3</b> Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.</p>	<p><b>Indicator 4</b> Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/professionals.</p>
<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researches and implements evidence based practices and/or resources to improve transition outcomes.</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researches culturally and diverse approaches to implement and deliver services to include, but not limited to, the deaf culture.</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researches and participate in services that take into account unique backgrounds, interests, cultures, and abilities.</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> 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><b>Level 3</b> Demonstrates and implements effective communication with peers, teachers and significant adult; promoting self-advocacy by assisting students accepting and understanding their hearing challenges and technology.  Promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.</p>	<p><b>Level 3</b> Implements unbiased information regarding hearing loss, communication option, educational 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><b>Level 3</b> Utilizes procedures and tools that specifically address individual educational and referral concerns.  Delivers services/assessments that are developmentally appropriate, addressing receptive and expressive communication abilities of the student.  Dynamically adapt to the behavioral, cognitive, communication, and physical abilities of the student.</p>	<p><b>Level 3</b> Counsels students, staff, and families regarding the educational impact of hearing loss and other relevant auditory difficulties in a relevant manner.  Partners with families and significant adults to help meet education goals.</p>
<p><b>Level 2</b> Recommends and supports a</p>	<p><b>Level 2</b> Selects and uses multiple</p>	<p><b>Level 2</b> Selects assessments and makes</p>	<p><b>Level 2</b> Provides verbal and written</p>

<p><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.</p>	<p><b>Indicator 2</b> Audiologist demonstrates respect for diversity within the home, school, local and global communities.</p>	<p><b>Indicator 3</b> Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.</p>	<p><b>Indicator 4</b> Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adult/professionals.</p>
<p>learning environment focusing on communication access.</p>	<p>assessments and materials that are culturally appropriate.</p>	<p>recommendations/referrals based on unique student needs.</p>	<p>information that is clear, concise and understandable.  Uses appropriate communication supports to include but not limited to interpreters and translators).</p>
<p><b>Level 1</b> Demonstrates an understanding of the professional role in providing students with a safe and accessible environment.</p>	<p><b>Level 1</b> Understands and respects the diverse background of students and their families.</p>	<p><b>Level 1</b> Understands each student is an unique individuals with diverse backgrounds, interests, strengths, and abilities.</p>	<p><b>Level 1</b> Understands that an environment needs to be inviting to students, families, other significant adults to improve student outcomes.</p>

**STANDARD 3:**

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

*INDICATORS*

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
<p><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.</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> </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</li> </ul>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>ASHA: Scope of Practice in Audiology</li> <li>Nevada Administrative Code</li> </ul>

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			parameters)	
<p><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.</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> </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>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>ASHA: Scope of Practice in Audiology</li> <li>Nevada Administrative Code</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
<p><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 towards academic and communication standards for each student on their caseload.</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> </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>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA, AAA, EAA</li> <li>IDEA Regulations: Search 300.34</li> <li>The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>ASHA: Scope of Practice in Audiology</li> <li>Nevada Administrative Code</li> </ul>
<p><b>Indicator 4</b> Audiologist establishes</p>	<ul style="list-style-type: none"> <li>Two confirmatory</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>Code of Ethics: ASHA,</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.	pieces of evidence	<ul style="list-style-type: none"> <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> </ul>	<p>student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters)</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>AAA, EAA</p> <ul style="list-style-type: none"> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>



What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
			surveys from stakeholders (parents, students, community members, and colleagues)	

**STANDARD 3:** Audiologist plans, delivers, monitors services and/or specially designed instruction and creates environments that facilitate learning for their students.

*Performance Levels*

<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>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>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 towards academic and communication standards for each student on their caseload</p>	<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>Level 4</b> <b>Meet Level 3 AND</b> Actively researches and advocates for needed policy changes to support and/or improve special education procedures</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researching resources and implementing a variety of techniques to improve student support services.</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researching resources and implementing a variety of techniques to improve student outcomes.</p>	<p><b>Level 4</b> <b>Meets level 3 AND</b> Actively researching resources and implementing a variety of techniques to improve student outcomes.</p>
<p><b>Level 3</b> Adheres and implements federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures and is knowledgeable of policies changes</p>	<p><b>Level 3</b> Provides, analyzes, and interprets results from multiple data points and a body of evidence that target communication and educational needs from audiological assessments.</p>	<p><b>Level 3</b> Provide, analyze and integrate audiological data in conjunction with colleagues, significant adults, and other disciplines to address student needs and make progress towards achieving academic and communication standards.</p>	<p><b>Level 3</b> Implement, collaborate and monitor developmentally appropriate expectations for students with communication and hearing challenges with colleagues, significant adults, and students.</p>

<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 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 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 towards academic and communication standards for each student on their caseload	<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.
<b>Level 2</b> Demonstrates knowledge of federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures	<b>Level 2</b> Collects multiple data points and a body of evidence including but not limited to evaluations, observations, screenings, interviews, and functional assessments that target communication and educational needs	<b>Level 2</b> Collects multiple data points and a body of evidence to monitor student needs and progress towards achieving academic and communication standards	<b>Level 2</b> Demonstrates knowledge of developmentally appropriate expectations for students with communication and hearing challenges.
<b>Level 1</b> Understands federal and state laws, local policies and the Nevada Administrative Code pertaining to special education procedures.	<b>Level 1</b> Demonstrates an understanding of appropriate protocols of assessment and data collection using multiple data sources.	<b>Level 1</b> Demonstrates an understanding of student needs and progress towards achieving academic and communication standards.	<b>Level 1</b> Demonstrates an understanding of developmentally appropriate expectations for students with communication and hearing challenges.

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

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
<p><b>Indicator 1</b> Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.</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>• Documentations of memberships in professional organizations</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>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>
<p><b>Indicator 2</b> Audiologist connects professional growth to their professional goals.</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</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>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
		memberships in professional organizations		Professional Practices for Educational Audiology (Advocacy Series) <ul style="list-style-type: none"> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>
<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.	<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> </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> </ul>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
			<ul style="list-style-type: none"> <li>Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters)</li> </ul>	

**STANDARD 4:** Audiologist reflects on their practice.*Performance Levels*

<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 2</b> Audiologist connects professional growth to their professional goals.	<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>Level 4</b> <b>Meets Level 3 AND</b> Based on analyses of data, actively researches, applies and evaluates new and innovative strategies for continuous improvement of professional practice and improved student outcomes.	<b>Level 4</b> <b>Meets Level 3 AND</b> Actively researches various methods of collecting data from students, families, and colleagues to assess long term professional development	<b>Level 4</b> <b>Meets level 3 AND</b> Actively researching evidence based practices to incorporate different and/or more comprehensive strategies and resources
<b>Level 3</b> Collects and analyzes data and applies knowledge of hearing ability, student learning, development and growth to accommodation plans and environmental/instructional strategies.	<b>Level 3</b> Develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	<b>Level 3</b> Based on collaboration with colleagues, significant adults and community providers, the audiologist shifts priorities and activities based on changes assessed in the listening environment.
<b>Level 2</b> Collect data to make connections between the school and classroom data and research based practice.	<b>Level 2</b> Identifies areas of growth for professional development	<b>Level 2</b> Collaborates and reflects with colleagues, significant adults and community providers on changes in the listening environment that may influence learning and impact student outcomes
<b>Level 1</b> Demonstrates an understanding of how student learning occurs and how hearing loss impacts learning.	<b>Level 1</b> Completes required professional development.	<b>Level 1</b> Demonstrates an understanding that the listening environment is complex and dynamic.

**STANDARD 5:** Audiologist demonstrates collaboration, advocacy, and leadership.**INDICATORS**

What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
<p><b>Indicator 1</b> Audiologist collaborates and advocates with colleagues, significant adults and community providers to meet the needs of students.</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> </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>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>• EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>• ASHA: Scope of Practice in Audiology</li> <li>• Nevada Administrative Code</li> </ul>
<p><b>Indicator 2</b> Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies.</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>• Communication log</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</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Ethics: ASHA, AAA, EAA</li> <li>• IDEA Regulations: Search 300.34</li> <li>• The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI)</li> </ul>



What Audiologist Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes	National Association Standards ASHA AAA EAA IDEA
			limited to providing copies of federal, state, local/district policies and/or additional research materials pertaining to high ethical standards	Program <ul style="list-style-type: none"> <li>● EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>● ASHA: Scope of Practice in Audiology</li> <li>● Nevada Administrative Code</li> </ul>
<b>Indicator 3</b> Audiologist coordinate, participates, educate, and/or provide leadership in professional meetings with colleagues, other significant adults and community providers.	<ul style="list-style-type: none"> <li>● Two confirmatory sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Communication log</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>	<ul style="list-style-type: none"> <li>● Code of Ethics: ASHA, AAA, EAA</li> <li>● IDEA Regulations: Search 300.34</li> <li>● The Educational Audiologist's Role and On-Going Hearing Surveillance in Young Children (EDHI) Program</li> <li>● EAA: Recommended Professional Practices for Educational Audiology (Advocacy Series)</li> <li>● ASHA: Scope of Practice in Audiology</li> <li>● Nevada Administrative Code</li> </ul>

**STANDARD 5:** Audiologist demonstrates collaboration, advocacy, and leadership.*Performance Levels*

<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 high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies	<b>Indicator 3</b> Audiologist coordinate, participates, educate, and/or provide leadership in professional meetings with colleagues, other significant adults and community providers
<b>Level 4</b> <b>Meets level 3 AND</b> Actively researches, collaborates, and communicates with colleagues, significant adults and community providers to <i>create</i> a multi-tiered continuum of services to support students.	<b>Level 4</b> <b>Meets level 3 AND</b> 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.	<b>Level 4</b> <b>Meets level 3 AND</b> Audiologist actively researches evidence based practices to coordinates, participates, educates, and/or provides leadership in professional meetings with colleagues, other significant adults and community providers.
<b>Level 3</b> Advocates, 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.	<b>Level 3</b> Complies with current federal, state, and local laws, as well as district policies and procedures sets high expectations and respect for colleagues, significant adults, students, and community providers in the educational environment.	<b>Level 3</b> Audiologist coordinate, participates, educate, and/or provide leadership in professional meetings with colleagues, other significant adults and community providers.
<b>Level 2</b> Minimally advocates, collaborates with colleagues, significant adults and community providers, or demonstrate leadership in meeting the needs of students.	<b>Level 2</b> Has limited knowledge of current federal, state, and local laws, as well as district policies and procedures in the educational environment.	<b>Level 2</b> Audiologist minimally coordinates, participates, educates, and/or provides leadership in professional meetings with colleagues, other significant adults and community providers.
<b>Level 1</b> Does not advocate, collaborate with colleagues, significant adults and community providers, or demonstrate leadership in	<b>Level 1</b> Does not follow current federal, state, and local laws, as well as district policies and procedures and does not understand the	<b>Level 1</b> Audiologist does not coordinate, participates, educate, and/or provide leadership in professional meetings with colleagues, other

<p><b>Indicator 1</b> Audiologist collaborates and advocates with colleagues, significant adults and community providers to meet the needs of students.</p>	<p><b>Indicator 2</b> Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies</p>	<p><b>Indicator 3</b> Audiologist coordinate, participates, educate, and/or provide leadership in professional meetings with colleagues, other significant adults and community providers</p>
<p>meeting the needs of students.</p>	<p>confidentiality of students records as by law and adhere to the ethical standards of professional practice in the educational environment.</p>	<p>significant adults and community providers.</p>