

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

	STANDARD 1 Audiologist demonstrates expertise and mastery for the scope of practice for which they are responsible.	STANDARD 2 Audiologist support and/or establish safe, inclusive, and respectful learning environments for a diverse population of students.	STANDARD 3 Audiologist plans, delivers, monitors services and/or specially designed instruction and creates environments that facilitate learning for their students.	STANDARD 4 Audiologist reflects on their practice.	STANDARD 5 Audiologist demonstrates collaboration, advocacy, and leadership.
INDICATOR 1	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.	Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.	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.	Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.	Audiologist collaborates and advocates with colleagues, significant adults, and community providers to meet the needs of students.
INDICATOR 2	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.	Audiologist demonstrates respect for diversity within the home, school, local, and global communities.	Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction.	Audiologist connects professional growth to their professional goals.	Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies.
INDICATOR 3	Audiologist integrates evidence-based practices and research into their services and/or specially designed instruction and demonstrates knowledge and expertise in the 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 toward 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 contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.
INDICATOR 4	Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.	Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families, and other significant adults/professionals.	Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.		

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 1: AUDIOLOGIST DEMONSTRATES EXPERTISE AND MASTERY FOR THE SCOPE OF PRACTICE FOR WHICH THEY ARE RESPONSIBLE - INDICATORS

	What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	National Standards
INDICATOR 1	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.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Pre/post observation conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments Correspondence/consultation records can include, but are not limited to, chart notes, collaboration activities, communication with community agencies, participation on MDTs, 504s, and/or IEPs 	<ul style="list-style-type: none"> 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
INDICATOR 2	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.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Pre/post conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments 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 	<ul style="list-style-type: none"> 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

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	What Audiologists Need to Demonstrate	Mandatory Evidence	Confirmatory Evidence Sources	Description/ Notes	National Standards
INDICATOR 3	Audiologist integrates evidence-based practices and research into their services and/or specially designed instruction and demonstrates knowledge and expertise in the scope of practice.	<ul style="list-style-type: none"> • Student records • One piece of confirmatory evidence 	<ul style="list-style-type: none"> • Chart notes • Correspondence/consultation records • Observation • Pre/post conference 	<ul style="list-style-type: none"> • Student records can include, but are not limited to, IEP and MDT reports, diagnostic report, educational and developmental history • Communication log can include, but is not limited to, communication with outside entities and colleagues 	<ul style="list-style-type: none"> • 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
INDICATOR 4	Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.	<ul style="list-style-type: none"> • Communication log • Student Records • One piece of confirmatory evidence 	<ul style="list-style-type: none"> • Pre/post conference • Chart notes • Correspondence/consultation records • Reports • Social work referrals • Pre/post observation conference 	<ul style="list-style-type: none"> • Communication log can include, but is not limited to, documentation communication, feedback and/or surveys from stakeholders (parents, students, community members, and colleagues) • Collaboration activities can include, but is not limited to, participation on steering committees, collaboration with the DCN, AG Bell, working with site-based special education team and/or nurse, etc. 	<ul style="list-style-type: none"> • 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 1: AUDIOLOGIST DEMONSTRATES EXPERTISE AND MASTERY FOR THE SCOPE OF PRACTICE FOR WHICH THEY ARE RESPONSIBLE – PERFORMANCE LEVELS

	INDICATOR 1	INDICATOR 2	INDICATOR 3	INDICATOR 4
	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.	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.	Audiologist integrates evidence-based practices and research into their services and/or specially designed instruction and demonstrates knowledge and expertise in the scope of practice.	Audiologist demonstrates knowledge of the interconnectedness of the home, school, and community influences on student achievement.
LEVEL 4	Meets Level 3 AND Actively researches and assists others in understanding the auditory, linguistic, and developmental factors that impact student learning.	Meets Level 3 AND Actively researches a variety of strategies utilizing resources to support communication, literacy, math, and other content areas that reduce barriers to student learning.	Meets Level 3 AND Actively researches multiple sources and implements information to improve access and participation in the learning environment.	Meets Level 3 AND Actively seeks to facilitate relationships, utilizes support from the community and school resources.
LEVEL 3	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.	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.	Audiologist consistently provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence-based audiological practices.	Audiologist: Consistently serves as an educational liaison for students, collaborates with community providers, and differentiates and integrates relevant past and present health, social, and family history.
LEVEL 2	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.	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.	Audiologist inconsistently provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence-based audiological practices.	Audiologist inconsistently serves as an educational liaison for students, collaborates with community providers, and differentiates and integrating relevant past and present health, social, and family history.
LEVEL 1	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.	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.	Audiologist rarely provides recommendations, implements practices, and reports information that reflects a connection between student data and evidence-based audiological practices.	Audiologist rarely serves as an educational liaison for students, collaborates with community providers, and differentiates and integrating relevant past and present health, social, and family history.

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 2: AUDIOLOGIST SUPPORT AND/OR ESTABLISH SAFE, INCLUSIVE, AND RESPECTFUL LEARNING ENVIRONMENTS FOR A DIVERSE POPULATION OF STUDENTS - *INDICATORS*

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 1	Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Classroom assessment Pre/post conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) Correspondence/consultation records can include, but are 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 Classroom assessment includes, but is not limited to, functional assessment (acoustic and physical parameters) 	<ul style="list-style-type: none"> 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
INDICATOR 2	Audiologist demonstrates respect for diversity within the home, school, local, and global communities.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessments and reports Formal and informal assessments Correspondence/consultation records Classroom assessments Chart notes Student records Pre/post conference 	<ul style="list-style-type: none"> Observations can include but not limited to formal and informal student assessments and interactions/ collaboration with student, colleague, and other significant adults Documentation can consist of, but not limited to, certificates of completion of district-wide diversity trainings, completion of conduct trainings, etc. 	<ul style="list-style-type: none"> 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 3	Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Student records Chart notes Correspondence/ consultation records Pre/post conference 	<ul style="list-style-type: none"> Student records can include, but are not limited to, IEP and MDT reports, diagnostic report, educational and developmental history, student inventories/ observation records Communication log can include, but is not limited to, collaboration activities, communication with outside entities, and colleagues 	<ul style="list-style-type: none"> 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
INDICATOR 4	Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families, and other significant adults/ professionals.	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Correspondence/consultation records Internal/external collaboration activities Documentation of in-service and workshop presentations Pre/post conference 	<ul style="list-style-type: none"> Communication log can include, but is not limited to, feedback from parents, colleagues, and outside agencies Documentation of in-service and workshop presentation can include, but is not limited to, providing copies of the materials from workshops conducted by audiologist, attendance records, research articles, etc. 	<ul style="list-style-type: none"> 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

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STANDARD 2: AUDIOLOGIST SUPPORT AND/OR ESTABLISH SAFE, INCLUSIVE, AND RESPECTFUL LEARNING ENVIRONMENTS FOR A DIVERSE POPULATION OF STUDENTS – *PERFORMANCE LEVELS*

	INDICATOR 1	INDICATOR 2	INDICATOR 3	INDICATOR 4
	Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.	Audiologist demonstrates respect for diversity within the home, school, local, and global communities.	Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.	Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adults/ professionals.
LEVEL 4	Meets level 3 AND Actively researches and implements evidence-based practices and/or resources to improve transition outcomes.	Meets level 3 AND Actively researches culturally and diverse approaches to implement and deliver services to include, but not limited to, the deaf culture.	Meets level 3 AND Actively researches and participate in services that take into account unique backgrounds, interests, cultures, and abilities.	Meets level 3 AND Actively researches and implements evidence-based practices regarding the educational impact of hearing loss and other relevant auditory difficulties in a relevant manner.
LEVEL 3	Audiologist consistently demonstrates and implements effective communication with peers, teachers, and other significant adults and promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.	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.	Audiologist consistently 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; and dynamically adapts to the behavioral, cognitive, communication, and physical abilities of the student.	Audiologist 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, and partners with families and significant adults to help meet educational goals.
LEVEL 2	Audiologist inconsistently demonstrates and implements effective communication with peers, teachers, and other significant adults and promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.	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.	Audiologist inconsistently 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; and adapts to the behavioral, cognitive, communication, and physical abilities of the student.	Audiologist 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, and partners with families and significant adults to help meet educational goals.

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

	INDICATOR 1 Audiologist fosters safe and accessible learning environments in which each student has a positive, nurturing relationship with significant adults and peers.	INDICATOR 2 Audiologist demonstrates respect for diversity within the home, school, local, and global communities.	INDICATOR 3 Audiologist engages students as unique individuals with diverse backgrounds, interests, strengths, and abilities.	INDICATOR 4 Audiologist engages in proactive, clear, and constructive communication working collaboratively with students, families and other significant adults/ professionals.
LEVEL 1	Audiologist rarely demonstrates and implements effective communication with peers, teachers, and other significant adults and promotes self-advocacy by assisting students in accepting and understanding hearing challenges and technology.	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.	Audiologist rarely 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; and adapts to the behavioral, cognitive, communication, and physical abilities of the student.	Audiologist 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, and partners with families and significant adults to help meet educational goals.

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 3: AUDIOLOGIST PLANS, DELIVERS, MONITORS SERVICES AND/OR SPECIALLY DESIGNED INSTRUCTION AND CREATES ENVIRONMENTS THAT FACILITATE LEARNING FOR THEIR STUDENTS - INDICATORS

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 1	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.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Classroom assessment Chart notes Student records Pre/post conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) Correspondence/consultation records can include, but are 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 Classroom assessment includes, but is not limited to, functional assessment 	<ul style="list-style-type: none"> 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
INDICATOR 2	Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/ consultation records Classroom assessment Chart notes Student records Pre/post conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) Correspondence/consultation records can include, but are 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 Classroom assessment includes, but is not limited to, functional assessment (acoustic and physical parameters) 	<ul style="list-style-type: none"> 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.

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	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 3	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.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Classroom assessment Chart notes Student records Pre/post conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) Correspondence/consultation records can include, but are 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 Classroom assessment includes, but is not limited to, functional assessment (acoustic and physical parameters) 	<ul style="list-style-type: none"> 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
INDICATOR 4	Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.	<ul style="list-style-type: none"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Classroom assessment Chart notes Student records Communication log Pre/post conference 	<ul style="list-style-type: none"> Formal and informal Student assessments can include, but are not limited to, hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) Correspondence/consultation records can include, but is 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 Classroom assessment includes, but is not limited to, functional assessment (acoustic and physical parameters) Communication log can include, but is not limited to, documentation communication, feedback and/or surveys from stakeholders (parents, students, community members, and colleagues) 	<ul style="list-style-type: none"> 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 3: AUDIOLOGIST PLANS, DELIVERS, MONITORS SERVICES AND/OR SPECIALLY DESIGNED INSTRUCTION AND CREATES ENVIRONMENTS THAT FACILITATE LEARNING FOR THEIR STUDENTS – *PERFORMANCE LEVELS*

	INDICATOR 1 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.	INDICATOR 2 Audiologist utilizes multiple sources of data to include valid informal and/or formal assessments to develop services and/or specially designed instruction.	INDICATOR 3 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.	INDICATOR 4 Audiologist establishes and communicates high expectations for their students that support the development of critical thinking, problem solving skills, self-advocacy, and leadership.
LEVEL 4	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.	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.	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.	Audiologist consistently communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.
LEVEL 3	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.	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.	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.	Audiologist consistently communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.
LEVEL 2	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.	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.	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.	Audiologist inconsistently communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.
LEVEL 1	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.	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.	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.	Audiologist rarely communicates and monitors developmentally appropriate expectations that support critical thinking, problem solving, self-advocacy and leadership.

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 4: AUDIOLOGIST REFLECTS ON THEIR PRACTICE - *INDICATORS*

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 1	Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.	<ul style="list-style-type: none"> Monitoring student performance One confirmatory pieces of evidence 	<ul style="list-style-type: none"> Documentation of professional development/ continuing education activities Documentation of presentations Documentation of participation in community activities Documentation of memberships in professional organizations Pre/post observation conference 	<ul style="list-style-type: none"> Monitoring student performance can include, but is not limited to, functional assessments (acoustic and physical parameters) of the classroom Documentation of participation in community activities including but not limited to supporting Deaf and Hard of Hearing (DHH) 	<ul style="list-style-type: none"> 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
INDICATOR 2	Audiologist connects professional growth to their professional goals.	<ul style="list-style-type: none"> Completion of the Goal Setting and Planning Tool One confirmatory source of evidence 	<ul style="list-style-type: none"> Documentation of professional development/ continuing education activities Documentation of presentations Documentation of participation in community activities Documentation of memberships in professional organizations Pre/post observation conference 	<ul style="list-style-type: none"> Documentation of participation in community activities including but not limited to supporting Deaf and Hard of Hearing (DHH) 	<ul style="list-style-type: none"> 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 3	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"> Two confirmatory pieces of evidence 	<ul style="list-style-type: none"> Observations Audiological assessment and reports Formal and informal student assessments Correspondence/consultation records Classroom assessment Chart notes Student records Pre/post observation conference 	<ul style="list-style-type: none"> Formal and informal student assessments can include but not limited to hearing assistance technology systems (HATS), functional assessments (acoustic and physical parameters) 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 Classroom assessment includes but not limited to functional assessment (acoustic and physical parameters) 	<ul style="list-style-type: none"> 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 4: AUDIOLOGIST REFLECTS ON THEIR PRACTICE – *PERFORMANCE LEVELS*

	INDICATOR 1 Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.	INDICATOR 2 Audiologist connects professional growth to their professional goals.	INDICATOR 3 Audiologist collaborates with colleagues, other significant adults, and community providers to respond to changes in the listening environment to reflect upon effectiveness.
LEVEL 4	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.	Meets Level 3 AND Actively researches various methods of collecting data from students, families, and colleagues to assess long-term professional development.	Meets level 3 AND Actively researches evidence-based practices to incorporate different and/or more comprehensive strategies and resources.
LEVEL 3	Audiologist consistently analyzes student learning, development, and growth to guide continuous improvement of professional practice.	Audiologist consistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist consistently collaborates and reflects with colleagues, significant adults, and community providers; shifts priorities and activities based on changes assessed in the listening environment; and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.
LEVEL 2	Audiologist inconsistently analyzes student learning, development, and growth to guide continuous improvement of professional practice.	Audiologist inconsistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist inconsistently collaborates and reflects with colleagues, significant adults, and community providers; shifts priorities and activities based on changes assessed in the listening environment; and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.
LEVEL 1	Audiologist rarely analyzes student learning, development, and growth to guide continuous improvement of professional practice.	Audiologist rarely develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist rarely collaborates and reflects with colleagues, significant adults, and community providers; shifts priorities and activities based on changes assessed in the listening environment; and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 5: AUDIOLOGIST DEMONSTRATES COLLABORATION, ADVOCACY, AND LEADERSHIP - INDICATORS

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 1	Audiologist collaborates and advocates with colleagues, significant adults, and community providers to meet the needs of students.	<ul style="list-style-type: none"> • Communication log • One confirmatory source of evidence 	<ul style="list-style-type: none"> • Internal/external collaboration activities • Documentation of in-service and workshop presentations • Chart notes • Pre/post observation conference 	<ul style="list-style-type: none"> • Communication log can include but not limited to feedback from parents, colleagues, and outside agencies • Documentation of in-service and workshop presentation can include, but are not limited to, providing copies of the materials from workshops conducted by audiologist, attendance records, research articles, etc. 	<ul style="list-style-type: none"> • 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
INDICATOR 2	Audiologist demonstrates high ethical standards in their educational settings by adhering to state, local, federal, ASHA, EAA, and AAA policies.	<ul style="list-style-type: none"> • Two confirmatory sources of evidence 	<ul style="list-style-type: none"> • Observations • Correspondence/consultation records • Documentation of evidence-based strategies and practices • Pre/post observation conference 	<ul style="list-style-type: none"> • Communication log can include but not limited to feedback from parents, colleagues, and outside agencies • 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 	<ul style="list-style-type: none"> • 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

	What Audiologists Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	National Standards
INDICATOR 3	Audiologist contributes knowledge and skills to educational practices and their profession and collaborates with internal and external stakeholders to meet student needs.	<ul style="list-style-type: none"> Two confirmatory sources of evidence 	<ul style="list-style-type: none"> Observations Correspondence/consultation records Documentation of evidence-based strategies and practices 	<ul style="list-style-type: none"> Communication log can include but not limited to feedback from parents, colleagues, and outside agencies Documentation of evidence-based strategies and practices can include, but are not limited to, providing copies of federal, state, local/district policies, and/or additional research materials pertaining to high ethical standards 	<ul style="list-style-type: none"> 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

EDUCATIONAL AUDIOLOGIST PROFESSIONAL PRACTICE STANDARDS

STANDARD 5: AUDIOLOGIST DEMONSTRATES COLLABORATION, ADVOCACY, AND LEADERSHIP – PERFORMANCE LEVELS

	INDICATOR 1 Audiologist analyzes student learning, development, and growth applying what is learned to improve their practice and reflect upon effectiveness.	INDICATOR 2 Audiologist connects professional growth to their professional goals.	INDICATOR 3 Audiologist collaborates with colleagues, other significant adults and community providers to respond to changes in the listening environment to reflect upon effectiveness.
LEVEL 4	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.	Meets Level 3 AND Actively researches various methods of collecting data from students, families, and colleagues to assess long term professional development.	Meets level 3 AND Actively researches evidence-based practices to incorporate different and/or more comprehensive strategies and resources.
LEVEL 3	Audiologist consistently analyzes student learning, development and growth to guide continuous improvement of professional practice.	Audiologist consistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist consistently collaborates and reflects with colleagues, significant adults and community providers, shifts priorities and activities based on changes assessed in the listening environment, and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.
LEVEL 2	Audiologist inconsistently analyzes student learning, development and growth to guide continuous improvement of professional practice.	Audiologist inconsistently develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist inconsistently collaborates and reflects with colleagues, significant adults and community providers, shifts priorities and activities based on changes assessed in the listening environment and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.
LEVEL 1	Audiologist rarely analyzes student learning, development and growth to guide continuous improvement of professional practice.	Audiologist rarely develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.	Audiologist rarely collaborates and reflects with colleagues, significant adults and community providers, shifts priorities and activities based on changes assessed in the listening environment, and develops professional goals and applies knowledge based on relevant standards, current research, and areas of growth.