

Standards of Effective Audiology

80% Elements of Effective Audiology
20% Professional Responsibilities

Elements of Effective Audiology					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Audiology Foundational Knowledge		<ul style="list-style-type: none"> • Demonstrates minimal knowledge of types of hearing loss, amplification, evidence-based practices, and audiological assessments • Demonstrates minimal knowledge of impact of hearing loss on learning and research-based habilitation • Rarely keeps current on best practices within the field • Demonstrates minimal knowledge of community resources related to hearing loss 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of types of hearing loss, amplification, evidence-based practices, and audiological assessments • Demonstrates basic knowledge of impact of hearing loss on learning and research-based habilitation • Sometimes keeps current on best practices within the field • Demonstrates basic knowledge of community resources related to hearing loss 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of types of hearing loss, amplification, evidence-based practices, and audiological assessments • Demonstrates solid knowledge of impact of hearing loss on learning and research-based habilitation • Regularly keeps current on best practices within the field • Demonstrates solid knowledge of community resources related to hearing loss 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Shares audiology knowledge with other staff to impact practices of others • Published in professional literature • Presenter or leader for professional organization
Planning for Audiology Assessment		<ul style="list-style-type: none"> • Rarely informs parents and gains permission prior to audiology assessment • Rarely reviews, interprets, and integrates relevant biographical data including health history, educational and family histories, and intervention records; minimal knowledge of previous hearing information gathered prior to meeting, screening, or evaluation • Rarely plans for accommodations during assessments, uses inappropriate tools for age of child, or fails to obtain appropriate assessment tools and equipment 	<ul style="list-style-type: none"> • Sometimes informs parents and gains permission prior to audiology assessment • Sometimes reviews, interprets, and integrates relevant biographical data including health history, educational and family histories, and intervention records • Sometimes plans for accommodations during assessments 	<ul style="list-style-type: none"> • Routinely informs parents and gains permission prior to audiology assessment • Regularly reviews, interprets, and integrates relevant biographical data including health history, educational and family histories, and intervention records • Regularly plans for accommodations during assessments 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Seeks out additional resources for the assessment process
Comprehensive Evaluations		<ul style="list-style-type: none"> • Rarely selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Rarely uses informal measures, checklists, student/parent interview data, and other important information to support eligibility for a hearing impairment • Rarely solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a hearing impairment • Evaluation process is minimally culturally and linguistically sensitive and/or biased • Rarely interprets and synthesizes data and effectively conveys results to the team 	<ul style="list-style-type: none"> • Sometimes selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Sometimes uses informal measures, checklists, student/parent interview data, and other important information to support eligibility for a hearing impairment • Sometimes solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a hearing impairment • Evaluation process is culturally and linguistically sensitive and unbiased some of the time • Sometimes interprets and synthesizes data and effectively conveys results to the team 	<ul style="list-style-type: none"> • Consistently selects, administers, interprets, and integrates test results and behavioral observations into a comprehensive assessment battery with consideration for all relevant factors • Consistently uses informal measures, checklists, student/parent interview data, and other important information to support eligibility for a hearing impairment • Regularly solicits information from general education teachers, parents, and other relevant educational team members in matters related to assessment process to support eligibility for a hearing impairment • Evaluation process is culturally and linguistically sensitive and unbiased all of the time • Routinely interprets and synthesizes data and effectively conveys results to the team 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> • Consistently shows evidence of evaluations that include standardized and non-standardized tests, dynamic assessment data, observation notes, informal procedures, behavioral observations, educational team information, case history, evidence of the student's performance in the classroom, evidence of the impact of the disability on the student's ability to access the general education curriculum, and family input when deciding eligibility for hearing impairment • Tracks disaggregated school level data for hearing evaluation to see emerging trends and facilitates discussion about changes in practices if needed

Elements of Effective Audiology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Authentic Learning about Hearing Loss		<ul style="list-style-type: none"> Rarely involves students in learning about their hearing loss and its impact on learning Rarely increases expectations of students and teachers with the goal of independence Rarely integrates knowledge of students' sensory and learning needs Rarely expects parents, teachers, and/or team members to learn about the child's hearing loss and habilitation 	<ul style="list-style-type: none"> Sometimes involves students in learning about their hearing loss and its impact on learning Sometimes increases expectations of students and teachers with the goal of independence Sometimes integrates knowledge of students' sensory and learning needs Sometimes expects parents, teachers, and/or team members to learn about the child's hearing loss and habilitation 	<ul style="list-style-type: none"> Regularly involves students in learning about their hearing loss and its impact on learning Regularly and consistently increases expectations of students and teachers with the goal of independence Regularly integrates knowledge of students' sensory and learning needs Regular expects parents, teachers, and/or team members to learn about the child's hearing loss and habilitation 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students routinely manage their amplification and compensatory skills effectively and advocate for themselves appropriately
Audiological Services Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the evaluation and/or intervention process Has limited understanding of cultural norms about child development 	<ul style="list-style-type: none"> Displays some understanding of diverse student populations Attempts to include all learners regardless of cultural background, but not consistently or successfully Students are sometimes able to show up as their authentic selves through the evaluation and/or intervention process Has some understanding of cultural norms about child development 	<ul style="list-style-type: none"> Displays solid understanding of diverse student populations Shows an understanding of all learners, and attempts to adapt interventions to make them accessible for all Students are able to show up as their authentic selves through the evaluation and/or intervention process Shows solid understanding of cultural norms about child development 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Engages in dialogue with community cultural leaders to ensure sensitivity to various cultural groups Displays continuing search for best practice pertaining to diverse learners
Provides Culturally Effective Services		<ul style="list-style-type: none"> Rarely utilizes evidence-based practices in audiology services Rarely accounts for students' cultural differences; rarely embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Sometimes utilizes evidence-based practices in audiology services Sometimes accounts for students' cultural differences; sometimes embeds cultural characteristics of students within service delivery 	<ul style="list-style-type: none"> Consistently utilizes evidence-based practices in audiology services Regularly accounts for students' cultural differences; consistently embeds cultural characteristics of students within service delivery 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional creativity and flexibility in facilitating service delivery Provides student choices based on each student's individual experiences during services when appropriate
Recognizes Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Seldom crafts services that embed students' experiences, interests, and backgrounds Seldom incorporates interests into real-life experiences about hearing loss Minimally creates student learning experiences that are racially and culturally relevant IEP and 504 accommodations are inconsistently executed 	<ul style="list-style-type: none"> Sometimes crafts services that embed students' experiences, interests, and backgrounds Sometimes incorporates interests into real-life experiences about hearing loss Sometimes creates student learning experiences that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts services that embed students' experiences, interests, and backgrounds Regularly incorporates interests into real-life experiences about hearing loss Regularly creates student learning experiences that are racially and culturally relevant IEP and 504 accommodations are regularly executed 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Provides student choices based on each student's individual experiences
Accessing Prior Learning		<ul style="list-style-type: none"> Limited attempts to access prior knowledge of students, families, and/or teachers/staff Displays limited understanding of prior knowledge for students in the class Rarely or never considers the current skills of the students Infrequently recognizes students' interests/experiences to access prior learning Infrequently recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Occasionally attempts to access prior knowledge of students, families, and/or teachers/staff Displays some understanding of prior knowledge for some students in the class Occasionally considers the current skills of the students Occasionally recognizes some students' interests/experiences to access prior learning Occasionally recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Regularly attempts to access prior knowledge of students, families, and teachers/staff Displays solid understanding of prior knowledge for most students in the class Regularly identifies and applies appropriate instruction to the current skills of the students to meet most needs Regularly recognizes students' interests/experiences and uses them to provide developmentally appropriate activities to access prior learning Regularly recognizes students' racial and ethnic diversity and uses it to engage students' prior learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all students in the class, including diverse language and learning needs Consistently uses knowledge of individual student skill levels to meet all student needs Always recognizes students' interests, and students are able to share interests/experiences to engage other learners Always recognizes students' racial and ethnic diversity and uses it to engage students' prior learning

Elements of Effective Audiology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Instructional Techniques and Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of student comprehension, learning styles, or communication modalities 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard for student's various learning styles and/or communication modalities Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing, and/or actions that students will be required to perform Instructions are clear, concise, and logically organized Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles and communication modalities Encourages students to become independent Students are interacting with teacher/staff and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum or school environment Points out possible areas of misunderstanding during modeling
Engaging Students		<ul style="list-style-type: none"> Rarely uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Rarely demonstrates a pattern of flexibility in the use of recommendations to increase the student's level of engagement in the least restrictive environment Rarely takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<ul style="list-style-type: none"> Sometimes uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Sometimes demonstrates a pattern of flexibility in the use of recommendations to increase the student's level of engagement in the least restrictive environment Sometimes takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<ul style="list-style-type: none"> Uses a variety of strategies to engage students to participate in the evaluation process to get meaningful results Consistently demonstrates a pattern of flexibility in the use of recommendations to increase the student's level of engagement in the least restrictive environment Routinely takes overt action to re-engage students and/or increase student engagement during the evaluation process 	<p>Meets proficient AND:</p> <ul style="list-style-type: none"> Maximally engages all referred students in the evaluation process to get meaningful results
Relationships Between Audiologist and Students		<ul style="list-style-type: none"> Audiologist interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for audiologist 	<ul style="list-style-type: none"> Audiologist -student interactions are generally appropriate Students exhibit only minimal respect for audiologist 	<ul style="list-style-type: none"> Audiologist-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and audiologist seeks input/advice on what are appropriate cultural norms for students outside of the audiologist's culture Students exhibit respect for audiologist 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shows exceptional ability to quickly form relationships with students/families from all cultural and racial backgrounds Creates an environment where students build relationships with the audiologist not just the audiologist building relationships with students
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities related to hearing loss and amplification Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities related to hearing loss and amplification Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities related to hearing loss and amplification Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school

Elements of Effective Audiology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Use of Student Data		<ul style="list-style-type: none"> Rarely collects data on student progress to plan for services Rarely uses data to make changes in services to assist the student to be successful Rarely encourages students to participate in tracking data related to goals 	<ul style="list-style-type: none"> Sometimes collects data on student progress to plan for services Sometimes uses data to make changes in services to assist the student to be successful Sometimes encourages students to participate in tracking data related to goals 	<ul style="list-style-type: none"> Regularly collects data on student progress to plan for services Routinely uses data to make changes in services to assist the student to be successful Routinely encourages students to participate in tracking data related to goals 	Meets proficient AND: <ul style="list-style-type: none"> Takes a leadership role in assisting others to collect and analyze student data
Function of Technology Used in Services		<ul style="list-style-type: none"> Rarely uses available technology as an instructional tool during services Rarely ensures audiological testing equipment is in good working order and is calibrated 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change during services Sometimes ensures audiological testing equipment is in good working order and is calibrated 	<ul style="list-style-type: none"> Used available technology to augment or modify instructional practices during services Regularly ensures audiological testing equipment is in good working order and is calibrated 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Assistive Technology		<ul style="list-style-type: none"> Demonstrates minimal skills in using available assistive technology Rarely seeks additional training in assistive technology Rarely identifies and/or rarely obtains appropriate modifications, assistive technology Rarely ensures student and classroom amplification systems are in good working order Rarely responds in a prompt manner to concerns about function of equipment 	<ul style="list-style-type: none"> Demonstrates some skills in using available assistive technology Sometimes seeks additional training in assistive technology Sometimes identifies and/or sometimes obtains appropriate modifications, assistive technology Sometimes ensures student and classroom amplification systems are in good working order Sometimes responds in a prompt manner to concerns about function of equipment 	<ul style="list-style-type: none"> Demonstrates expertise in using available assistive technology Proactively seeks additional training in assistive technology Regularly identifies and obtains appropriate modifications, assistive technology Regularly ensures student and classroom amplification systems are in good working order Regularly responds in a prompt manner to concerns about function of equipment 	Meets Proficient AND: <ul style="list-style-type: none"> Students and teachers are effectively using assistive technology independently Deals with health care providers and company representatives to maximize appropriateness of equipment
Organization of Materials and Space		<ul style="list-style-type: none"> Minimal systems of organization are noted Learning space is cluttered and materials are in disarray Learning space arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Learning space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Learning space is neat, clean, and uncluttered; materials are readily available Learning space is safe and the furniture and/or space arrangement is a resource for effective service delivery 	Meets Proficient AND: <ul style="list-style-type: none"> Learning space is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning Learning space and materials are organized to maximize services with all students Routinely introduces new materials/resources appropriately into the space
Communication Skills		<ul style="list-style-type: none"> Communicates ineffectively with team members, families, and/or administration to coordinate evaluation services Communicates ineffectively and/or not appropriately with families with consideration for the diversity of languages, modes of communication and backgrounds Minimally communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Sometimes communicates through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate evaluation services Sometimes communicates effectively and appropriately with families with consideration for the diversity of languages, modes of communication, and backgrounds Sometimes communicates with interpreters in a timely manner in order to present clear information to families 	<ul style="list-style-type: none"> Communicates effectively through multiple means (e.g. oral, written, visual) with team members, families, and/or administration to coordinate evaluation services Consistently communicates effectively and appropriately with families with consideration for the diversity of languages, models of communication and backgrounds Routinely and effectively communicates with interpreters in a timely manner in order to present clear information to families 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in modeling effective communication strategies to team members, families, and community partners in all work settings Provides professional development to team members on effective techniques to work with interpreters

Elements of Effective Audiology

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Expectations for Para-professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote student learning; does not develop specific plans for support staff with or without the teacher Delegates too much to the support staff Support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote student learning; specifically plans for the support staff with teacher Inconsistently clarifies and/or reinforces expectations of the support staff 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote student learning; specifically plans for the support staff with teacher Continuously clarifies and reinforces expectations of the support staff 	Meets Proficient AND: <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to classroom dynamics, instruction, and curriculum

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	Meets Proficient AND: <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of services Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	Meets Proficient AND: <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	Meets Proficient AND: <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	Meets Proficient AND: <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues in reflective practice methods to improve instruction

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Communication with Families		<ul style="list-style-type: none"> Families rarely receive information about audiology goals and students' progress Difficult for families to contact or does not respond when contacted Reports mostly on student challenges not on successes 	<ul style="list-style-type: none"> Families receive information about audiology goals and students' progress or grades on an occasional basis Information is available to families but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges 	<ul style="list-style-type: none"> Families routinely receive information about audiology goals and students' progress so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' success at home Engages student in communication with family
Service to School/District		<ul style="list-style-type: none"> Does not support the school and/or department mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school events 	<ul style="list-style-type: none"> Understands and supports the school and department mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school and department mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events
Audiology Standards		<ul style="list-style-type: none"> Displays minimal professional judgment regarding confidentiality Inconsistently follows standards of ethical practice as it relates to American Speech-Language-Hearing Association standards of practice and state rules/regulations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in most situations 	<ul style="list-style-type: none"> Displays professional judgment regarding confidentiality in all situations Consistently follows standards of ethical practice as it relates to American Speech-Language-Hearing Association standards of practice and state rules/regulations 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Promotes standards of ethical practice when working with colleagues Interrupts confidentiality breaches when necessary
Record Keeping		<ul style="list-style-type: none"> Minimally maintains information on student progress Student records are in disarray resulting in errors and confusion 	<ul style="list-style-type: none"> Regularly maintains a system for information on student progress Maintains student records 	<ul style="list-style-type: none"> Maintains fully effective systems for information on student progress Maintains accurate and up-to-date student records 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students contribute information to systems related to their progress and interpret results
Due Process		<ul style="list-style-type: none"> Content is not family friendly (educational jargon); family/student voice is not evident Does not reflect standards and/or individual strengths and needs; minimal collaboration with other professionals Content is poorly written, is insufficient, and lacks cohesion (present level, needs) Due Process procedures are inconsistently followed Due dates are inconsistently met for evaluations, IEPs, and progress notes 	<ul style="list-style-type: none"> Content is not family friendly; family/student voice is minimal Partial reflection of standards and/or individual strengths and needs; some collaboration with other professionals Content is imprecisely written, not sufficiently comprehensive, or not synthesized (present level, needs) 	<ul style="list-style-type: none"> Content is family friendly; family/student voice is consistently evident Consistently reflects standards and individual strengths and needs; content shows collaboration with other professionals Content is clearly written, sufficiently comprehensive, and synthesized (present level, needs) Due Process procedures are consistently followed Due dates are met for evaluations, IEPs, and progress notes 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in Due Process Takes a leadership role on child study teams
Third Party Billing		<ul style="list-style-type: none"> Third party reimbursement documentation is incomplete or inaccurate 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete and mostly timely (as directed); reminders might be needed to compete billing records in a timely manner 	<ul style="list-style-type: none"> Third party reimbursement documentation is complete, accurate, and timely (as directed) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in mentoring/coaching colleagues in third party billing
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: