

**Audiologist Three-Tiered Evaluation**  
**Draft (last amended 7/25/06)**

**Strand A**

**Assessment of Student' Functional Ability to Access Auditory Information in the Classroom**

**Competency One: Demonstrates knowledge of audiologic testing and test interpretation**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<ul style="list-style-type: none"><li><b>1. Performs assessments using approved techniques</b></li><li><b>2. Provides accurate written and verbal interpretations of testing results that are appropriate for the intended audience</b></li><li><b>3. Provides appropriate outside referrals to medical and audiologic professionals</b></li></ul>	<ul style="list-style-type: none"><li><b>1. Demonstrates an expanded ability to perform assessments that are appropriate to the developmental level, cognitive ability, and behavioral functioning of each student</b></li><li><b>2. Demonstrates an increased ability to communicate testing results easily and accurately with the diverse student and parent population, various school personnel, and medical community</b></li><li><b>3. Demonstrates the ability to make referrals based on an expanded knowledge about the varied medical and audiologic resources available in the community</b></li></ul>	<p><b>Acquires advanced assessment skills for use with special student populations and/or shares advanced knowledge and skills with others through staff development, supervision, mentoring or publications</b></p>

**Competency Two: Demonstrates knowledge of the effects of hearing loss and auditory processing disorders**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<ol style="list-style-type: none"><li><b>1. Understands child development, including auditory skill development</b></li><li><b>2. Understands the relationship of hearing impairment and/or auditory processing disorders to communicative and psych-social development and academic performance</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Demonstrates an advanced ability to apply knowledge of child development and auditory skill development to the auditory assessment process</b></li><li><b>2. Demonstrates an advanced ability to recognize and analyze the effect of various types and degrees of hearing impairments and/or auditory processing disorders on school achievement and social development</b></li></ol>	<p><b>Acquires advanced skills in assessing the effects of hearing impairment and/or auditory processing disorders on the school, home, and social life of students and shares these skills with others through staff development, supervision, mentoring or publications</b></p>

**Strand B**  
**Management of Students with Hearing Loss**

**Competency Three: Provides guidance in the provision and management of accommodations and assistive listening technology to improve students' access to auditory information in the school setting**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<ol style="list-style-type: none"> <li><b>1. Understands hearing aid technology and how to interface hearing aids with various assistive listening devices</b></li> <li><b>2. Is knowledgeable about assistive listening technology options and their advantages and disadvantages</b></li> <li><b>3. Understands classroom acoustics and appropriate modifications</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1. Demonstrates advanced knowledge of current hearing aid technology and how to interface specific hearing aids with specific assistive listening devices</b></li> <li><b>2. Shows advanced knowledge of current assistive listening devices and their appropriate use with specific students</b></li> <li><b>3. Demonstrates a practical knowledge of classroom acoustical modification for specific students and classrooms</b></li> </ol>	<p><b>Acquires advanced knowledge and skills with others through staff development, supervision, mentoring or publications</b></p>

**Competency Four: Provides direct service to deaf and hearing impaired students**

Level One	Level Two	Level Three
<ol style="list-style-type: none"> <li>1. Checks that students' amplification is working properly and effectively</li> <li>2. Provides direct instruction to students in the use of amplification systems</li> <li>3. Educates students about their hearing impairments</li> </ol>	<ol style="list-style-type: none"> <li>1. Organizes developmentally appropriate systems for students and school staff for use in checking that amplification systems are working properly and effectively in the classroom</li> <li>2. Expands instructional techniques for educating students in the use of amplification systems, their limitations, and specific troubleshooting techniques</li> <li>3. Expands instructional techniques for educating students about hearing, hearing impairment in general and their individual hearing impairment specifically</li> </ol>	<p>Shares professional knowledge and skills with others through staff development, supervision, mentoring or publications</p>

**Competency Five: Provides consultation and collaboration with classroom teachers and other school personnel regarding hearing and hearing loss**

Level One	Level Two	Level Three
<ol style="list-style-type: none"> <li>1. Provides interpretation of auditory assessment results and their implications for psychosocial, communicative and academic development</li> <li>2. Recommends appropriate modifications of instructional curricula and academic methods and material</li> <li>3. Provides information about students' amplification systems, their limitations, and specific troubleshooting techniques</li> <li>4. Provides support and technical assistance to school nurses regarding hearing screening programs and interpretation of individual auditory assessment results</li> <li>5. Educates students and school personnel about the importance of the prevention of hearing loss and help in setting up a hearing conservation program</li> </ol>	<p>Demonstrates expanded skills in communicating the results of auditory assessments and their implications, recommending modifications, providing information about students' amplification, providing support and assistance to school nurses, and educating students and school personnel about the prevention of hearing loss</p>	<p>Shares professional knowledge and skills with others through staff development, supervision, mentoring or publications</p>

**Competency Six: Supports and counsels families of deaf and hearing-impaired students**

Level One	Level Two	Level Three
<ol style="list-style-type: none"> <li>1. Provides emotional support and information to families about hearing loss and its implications</li> <li>2. Provides strategies to maximize communication and psychosocial development</li> <li>3. Provides instruction to parents in the use of their student's amplification</li> <li>4. Provides information on community resources for deaf and hearing-impaired</li> </ol>	<p>Gathers, organizes, integrates and distributes information regarding implications of hearing loss, strategies for parents' communication, troubleshooting amplification problems, community resources for deaf and hearing-impaired.</p>	<p>Shares professional knowledge and skills with others through staff development, supervision, mentoring or publications</p>

**Competency Seven: Participates in IEP's for deaf and hearing-impaired students**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<ol style="list-style-type: none"><li><b>1. Interprets auditory assessment results and their implications</b></li><li><b>2. Is knowledgeable about district policies and educational options for students who are deaf or hearing-impaired</b></li><li><b>3. Is knowledgeable about legal issues and procedures, including ADA, IDEA, and section 504 of the Vocational Rehabilitation Act of 1974</b></li></ol>	<p><b>Uses knowledge of hearing loss, educational options, district policies and legal issues to help the IEP team identify the placement and services needed to best serve the student</b></p>	<p><b>Shares professional knowledge and skills with others through staff development, supervision, mentoring or publications</b></p>

**Strand C**  
**Professional Learning**

**Competency Eight: Demonstrates a willingness to implement change when necessary**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<b>1. Increases professional competence through inservice education, reading, research and other professional growth activities</b> <b>2. Interprets and translates new information in the context of the school setting</b>	<b>Uses new information to implement a variety of strategies to enhance service to students and solve problems encountered in working with students</b>	<b>Recommends changes in practice to others and shares professional knowledge and skills through staff development, supervision, mentoring or publications</b>



**Competency Nine: Works productively with students, colleagues, parents and community members**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<ol style="list-style-type: none"><li><b>1. Establishes and maintains open lines of communication with students and parents</b></li><li><b>2. Communicates effectively and professionally with colleagues, parents, and community members</b></li><li><b>3. Maintains a professional rapport with students</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Collaborates with colleagues, including community audiologists, medical personnel and educational staff</b></li><li><b>2. Works cooperatively with fellow employees to develop and maintain effective interaction</b></li></ol>	<ol style="list-style-type: none"><li><b>1. Promotes and enhances good school/community relations</b></li><li><b>2. Communicates to parents and staff the significance of the audiology program and recommends ways in which they can support the program</b></li><li><b>3. Provides in-service education and serves as a consultant to teachers and school staff members on topics concerning hearing impairments and disabilities</b></li></ol>