



**DIRECTIONS FOR USE OF STANDARDS RUBRIC  
FOR STAFF EVALUATION  
AUDIOLOGISTS**

**General Instructions**

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct a classroom observation of at least 25-30 minutes.
2. Both the administrator and teacher will fill out the rubric continuum after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.

**Example:**

**Fall: Check the “F”**

**Spring: Check the “S”**

	Therapists/student interactions are negative, demeaning, or disrespectful	These interactions are appropriate to developmental and cultural norms	Audiologist demonstrates caring for each individual student and respect for his/her culture
	F <input checked="" type="checkbox"/> S <input type="checkbox"/>	F <input type="checkbox"/> S <input checked="" type="checkbox"/>	F <input type="checkbox"/> S <input type="checkbox"/>

3. The administrator will write a brief explanation on the form of any area in which a teacher is marked “Below Standard.”
4. The administrator will hold a conference with the teacher focused on the classroom observation and other things known about that teacher’s overall job performance. The administrator’s copy of the evaluation is sent to the teacher’s Personnel File.

**Timelines**

1. For non-tenured teachers, the first evaluation is completed by December 31, and the second evaluation is completed by March 15 each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 1.
3. For tenured teachers, the evaluation is completed by May 15 each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching document, including the attached Summary Evaluation, are completed by the administrator and sent to the teacher’s Personnel File by June 30 of each school year.



**STANDARDS OF EFFECTIVE AUDIOLOGY**

Audiologist's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Observer's Name: \_\_\_\_\_ Site: \_\_\_\_\_

Time of Observation: From: \_\_\_\_\_ A.M.  P.M.  To: \_\_\_\_\_ A.M.  P.M.  Date: \_\_\_\_\_

**Instructions:** Check the continuum that best describes observed behavior or overall performance.

**Fall: Check the "F"                      Spring: Check the "S"**

**Area 1: Communication and Collaboration in the Educational Environment**

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect and Rapport	Below Standard	Meets Standard	Exceeds Standard
	Establishes minimal rapport with students  F <input type="checkbox"/> S <input type="checkbox"/>	Audiologist demonstrates friendly, supportive and mutually respectful interactions with students  F <input type="checkbox"/> S <input type="checkbox"/>	Is strong and active advocate for the student in the school and community  F <input type="checkbox"/> S <input type="checkbox"/>
	Therapists/student interactions are negative, demeaning, or disrespectful  F <input type="checkbox"/> S <input type="checkbox"/>	These interactions are appropriate to developmental and cultural norms  F <input type="checkbox"/> S <input type="checkbox"/>	Audiologist demonstrates caring for each individual student and respect for his/her culture  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**Area 1: Communication and Collaboration in the Educational Environment (Continued)**

<b>Communication</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	Oral communication may be unclear or rambling F <input type="checkbox"/> S <input type="checkbox"/>	Oral communication is clear and concise F <input type="checkbox"/> S <input type="checkbox"/>	Oral communication skills are exceptional F <input type="checkbox"/> S <input type="checkbox"/>
	Reports are poorly edited and/or disorganized F <input type="checkbox"/> S <input type="checkbox"/>	Reports are clear, organized, accurate and individualized F <input type="checkbox"/> S <input type="checkbox"/>	Reports are individualized and integrated with other team member information F <input type="checkbox"/> S <input type="checkbox"/>
	Reports are not completed on time, or are rushed in at the last minute F <input type="checkbox"/> S <input type="checkbox"/>	Reports are completed in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>	Reports are completed ahead of deadlines in special circumstances F <input type="checkbox"/> S <input type="checkbox"/>
	Reports tend to be uniform, do not reflect individual differences F <input type="checkbox"/> S <input type="checkbox"/>	Reports reflect sensitivity to diverse student populations F <input type="checkbox"/> S <input type="checkbox"/>	Reports utilize additional resources to interpret data based on diversity F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**Area 1: Communication and Collaboration in the Educational Environment (Continued)**

SKILL AREA	PERFORMANCE LEVEL		
Collaboration	Below Standard	Meets Standard	Exceeds Standard
	Impedes the team process  F <input type="checkbox"/> S <input type="checkbox"/>	Works effectively as a team member, including integrating assessment results  F <input type="checkbox"/> S <input type="checkbox"/>	Takes a leadership role in team building and in developing consensus and cooperation  F <input type="checkbox"/> S <input type="checkbox"/>
	May be critical or rigid, ineffective in problem solving  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates effective problem solving skills  F <input type="checkbox"/> S <input type="checkbox"/>	Is proactive and highly valued as a resource to help solve problems  F <input type="checkbox"/> S <input type="checkbox"/>
	Minimal response to requests for professional input  F <input type="checkbox"/> S <input type="checkbox"/>	Provides ongoing professional input and expertise for others in the school community  F <input type="checkbox"/> S <input type="checkbox"/>	Provides ongoing professional input and expertise to the broader community  F <input type="checkbox"/> S <input type="checkbox"/>
	Provides minimal or no consultation with staff and parents  F <input type="checkbox"/> S <input type="checkbox"/>	Provides appropriate consultation with staff and parents  F <input type="checkbox"/> S <input type="checkbox"/>	Teaches others to provide appropriate consultation with staff and parents  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**Area 1: Communication and Collaboration in the Educational Environment (Continued)**

Informing and Engaging Families	Below Standard	Meets Standard	Exceeds Standard
	Rarely engages or provides feedback to parents  F <input type="checkbox"/> S <input type="checkbox"/>	Responds sensitively and promptly to parent concerns  F <input type="checkbox"/> S <input type="checkbox"/>	Is proactive with parental concerns and is a highly valued resource to the families  F <input type="checkbox"/> S <input type="checkbox"/>
	Tends to “do for” families rather than involving them  F <input type="checkbox"/> S <input type="checkbox"/>	Is able to actively involve families in planning and implementing programs for their children  F <input type="checkbox"/> S <input type="checkbox"/>	Helps families internalize appropriate strategies  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 2: Elements of Effective Audiology Service Delivery**

SKILL AREA	PERFORMANCE LEVEL		
Referral	Below Standard	Meets Standard	Exceeds Standard
	Minimal or no review of prior interventions, historical records, or biographical data  F <input type="checkbox"/> S <input type="checkbox"/>	Reviews, interprets and integrates relevant biographical data including health history, educational and family history, and intervention records  F <input type="checkbox"/> S <input type="checkbox"/>	Reviews, interprets, and integrates relevant biographical data, seeking out additional information and resources helpful to the assessment process  F <input type="checkbox"/> S <input type="checkbox"/>
	Does not follow due process requirements for referral, screening, and assessment  F <input type="checkbox"/> S <input type="checkbox"/>	Meets due process requirements in referral, screening, and assessment procedures  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates significant expertise in using a wide variety of formal and informal assessment tools  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 2: Elements of Effective Audiology Service Delivery (Continued)**

SKILL AREA		PERFORMANCE LEVEL		
Assessment	Below Standard	Meets Standard		Exceeds Standard
	Demonstrates limited ability to select and administer valid, reliable, and appropriate standardized instruments F <input type="checkbox"/> S <input type="checkbox"/>	Selects and administers standardized assessment instruments appropriately F <input type="checkbox"/> S <input type="checkbox"/>		Demonstrates outstanding ability to analyze and synthesize assessment data F <input type="checkbox"/> S <input type="checkbox"/>
	Demonstrates minimal knowledge and use of non-standardized assessment tools and data collection procedures F <input type="checkbox"/> S <input type="checkbox"/>	Selects, administers and interprets non-standardized assessment data and data collection procedures F <input type="checkbox"/> S <input type="checkbox"/>		Uses a wide variety of non-standardized assessments including structured observation, time sampling, rating scales and interviews F <input type="checkbox"/> S <input type="checkbox"/>
	Minimal ability to interpret data and convey results to team F <input type="checkbox"/> S <input type="checkbox"/>	Interprets and synthesizes data and effectively conveys results to team F <input type="checkbox"/> S <input type="checkbox"/>		Demonstrates outstanding ability to interpret, synthesize, and effectively convey assessment results F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 2: Elements of Effective Audiology Service Delivery (Continued)**

Intervention/ Assistive Technology	Below Standard	Meets Standard	Exceeds Standard
	Does not use or seek training in available assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Appropriately uses/seeks training with available assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates expertise in a wide variety of assistive technology devices  F <input type="checkbox"/> S <input type="checkbox"/>
	Does not identify or obtain appropriate modifications, assistive technology, or equipment  F <input type="checkbox"/> S <input type="checkbox"/>	Identifies necessary and effective assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Writes grants or assists in fundraising for appropriate equipment  F <input type="checkbox"/> S <input type="checkbox"/>
	Does not maintain equipment/assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Identifies and assists with the obtaining of necessary equipment/assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Deals with equipment vendors or community organizations to provide students with use of appropriate equipment  F <input type="checkbox"/> S <input type="checkbox"/>
	Few attempts to educate stakeholders in proper and safe equipment/assistive technology  F <input type="checkbox"/> S <input type="checkbox"/>	Educates staff, students, and families in assistive technology use and maintenance  F <input type="checkbox"/> S <input type="checkbox"/>	Deals with health care providers to maximize appropriateness of equipment  F <input type="checkbox"/> S <input type="checkbox"/>
	Limited ongoing evaluation of interventions  F <input type="checkbox"/> S <input type="checkbox"/>	Modifies intervention based on student's response and progress toward goals  F <input type="checkbox"/> S <input type="checkbox"/>	Teaches others how to effectively measure results and modify interventions  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**



**AREA 2: Elements of Effective Audiology Service Delivery (Continued)**

<b>SKILL AREA</b>	<b>PERFORMANCE LEVEL</b>		
<b>Consultation</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
	Gives limited demonstration or written guidance  F <input type="checkbox"/> S <input type="checkbox"/>	Provides appropriate demonstration and written instructions to staff  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates superior ability to train staff in implementing the audiology plan  F <input type="checkbox"/> S <input type="checkbox"/>
	Works in isolation with little or no attempt made to collaborate with others  F <input type="checkbox"/> S <input type="checkbox"/>	Makes suggestions that fit within the context of the child's total educational program  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates superior ability to empower others to effect positive results for students  F <input type="checkbox"/> S <input type="checkbox"/>
	Makes limited effort to obtain feedback from staff  F <input type="checkbox"/> S <input type="checkbox"/>	Implements a review mechanism to obtain staff feedback  F <input type="checkbox"/> S <input type="checkbox"/>	Develops a system for continuous staff feedback  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 2: Elements of Effective Audiology Service Delivery (Continued)**

Provides Documentation	Below Standard	Meets Standard	Exceeds Standard
	No regular review of student progress F <input type="checkbox"/> S <input type="checkbox"/>	Provides regular review of student progress F <input type="checkbox"/> S <input type="checkbox"/>	Provides useful feedback/review beyond district requirements F <input type="checkbox"/> S <input type="checkbox"/>
	Limited communication with outside agencies and physicians F <input type="checkbox"/> S <input type="checkbox"/>	Maintains contact with related agencies, professionals, or physicians F <input type="checkbox"/> S <input type="checkbox"/>	Makes extraordinary efforts to maintain contact with staff from related agencies F <input type="checkbox"/> S <input type="checkbox"/>
	May not maintain documents in accordance with district policy F <input type="checkbox"/> S <input type="checkbox"/>	Maintains documents in accordance with district policy F <input type="checkbox"/> S <input type="checkbox"/>	Maintains highly efficient/organized documentation F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 3: Professional Responsibilities**

SKILL AREA	PERFORMANCE LEVEL		
Attendance/Attire	Below Standard	Meets Standard	Exceeds Standard
	Frequent absences/tardiness  F <input type="checkbox"/> S <input type="checkbox"/>	Maintains good attendance and is on time for work each day  F <input type="checkbox"/> S <input type="checkbox"/>	
	Does not punctually attend required school meetings and/or student/home visits.  F <input type="checkbox"/> S <input type="checkbox"/>	Punctually attends required school meetings and/or student/home visits  F <input type="checkbox"/> S <input type="checkbox"/>	
	Attire may be inappropriate  F <input type="checkbox"/> S <input type="checkbox"/>	Wears attire appropriate to school setting and daily job demands  F <input type="checkbox"/> S <input type="checkbox"/>	
	Not accessible to assigned schools  F <input type="checkbox"/> S <input type="checkbox"/>	Is accessible to assigned schools  F <input type="checkbox"/> S <input type="checkbox"/>	
	May not get back to people in a reasonable amount of time  F <input type="checkbox"/> S <input type="checkbox"/>	Responds to most messages in a timely manner  F <input type="checkbox"/> S <input type="checkbox"/>	

**Notes:**

**AREA 3: Professional Responsibilities (Continued)**

SKILL AREA	PERFORMANCE LEVEL		
Professional Standards	Below Standard	Meets Standard	Exceeds Standard
	Is not knowledgeable of or does not comply with district policies and procedures  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates knowledge of district, state, and federal policies and adheres to due process guidelines  F <input type="checkbox"/> S <input type="checkbox"/>	Has extensive knowledge in federal, state, and district statutes/regulations/policies and assists other staff with interpretation  F <input type="checkbox"/> S <input type="checkbox"/>
	Occasionally or frequently disregards professional, ethical, or legal standards  F <input type="checkbox"/> S <input type="checkbox"/>	Conducts and meets all appropriate professional, ethical, and legal practices  F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership role in upholding and disseminating professional, ethical, and legal standards  F <input type="checkbox"/> S <input type="checkbox"/>
	Participates in professional development if required or at a minimum level  F <input type="checkbox"/> S <input type="checkbox"/>	Actively seeks out and participates in professional development  F <input type="checkbox"/> S <input type="checkbox"/>	Regularly participates in and takes leadership in providing professional development  F <input type="checkbox"/> S <input type="checkbox"/>
	Client feedback is only solicited if required, and results may be ignored or minimized  F <input type="checkbox"/> S <input type="checkbox"/>	Regularly seeks feedback, including surveys, and adjusts practice accordingly  F <input type="checkbox"/> S <input type="checkbox"/>	A variety of feedback, including surveys, is effectively used to make service delivery decisions  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**AREA 3: Professional Responsibilities (Continued)**

<b>Supervision, If Applicable</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
N/A <input type="checkbox"/>	Does not provide appropriate supervision of assistants F <input type="checkbox"/> S <input type="checkbox"/>	Adheres to state licensure requirements for supervision of assistants F <input type="checkbox"/> S <input type="checkbox"/>	Maintains strong, effective therapist/assistant partnership F <input type="checkbox"/> S <input type="checkbox"/>
N/A <input type="checkbox"/>	Delegates tasks beyond the assistant's scope of practice F <input type="checkbox"/> S <input type="checkbox"/>	Determines service competency of assistants and delegates intervention appropriately F <input type="checkbox"/> S <input type="checkbox"/>	Utilizes assistants in a highly effective manner F <input type="checkbox"/> S <input type="checkbox"/>
N/A <input type="checkbox"/>	Does not effectively train and supervise clinical students F <input type="checkbox"/> S <input type="checkbox"/>	Provides effective training and supervision of clinical students F <input type="checkbox"/> S <input type="checkbox"/>	Takes leadership in developing the student audiology program F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

**DUE PROCESS: STANDARDS OF EFFECTIVE: AUDIOLOGY**

SKILL AREA	PERFORMANCE LEVEL		
Due Process Refer Criteria Listed Below	Below Standard	Meets Standard	Exceeds Standard
	Due Process procedures are not followed  F <input type="checkbox"/> S <input type="checkbox"/>	Due Process procedures are followed completely and in a timely manner  F <input type="checkbox"/> S <input type="checkbox"/>	Due Process procedures are followed completely and in a timely manner. Content shows collaboration with families and other professionals  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Notes:</b> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>			

- 1. Conducts pre-referral interventions and consults with staff
- 2. Meets with the Child Study Team to review the referral information
- 3. Involves parent(s) as team members in planning for Evaluation and any subsequent child study
- 4. Evaluation
  - Selects and implements a variety of approved evaluations/procedures
  - Adapts the evaluation to meet the individual needs of the child
  - Interprets and integrates evaluation results, leading to appropriate recommendations
- 5. Communicates the results of the evaluation to parent(s)/staff
- 6. Determines the child's eligibility for service
- 7. Develops a plan (IFSP, IIP, IEP) which considers:
  - Present level of performance
  - Needs of the child
  - Measurable goals and objectives
  - Least restrictive environment
  - Other factors: behavior, vision and hearing, second language, assistive technology
  - Extended School Year
  - Transition Planning
- 8. Effectively schedules, prioritizes, and delivers direct and indirect services as per plan
- 9. Reports progress as designed in the Individual Plan and the law
- 10. Follows requirements for due process documentation and timelines
- 11. Processes documentation for third party billing.



**Standards of Effective Performance for Audiologists**

**SUMMARY EVALUATION**

Please rate the overall performance of \_\_\_\_\_  
Audiologist

School Year of Evaluation: \_\_\_\_\_ Site: \_\_\_\_\_

Evaluation Period (Check One): Fall  Spring

- Exceeds Standard
- Meets Standard**
- Below Standard  
(If tenured, refer to the Teacher Assistance Program.)

**Comments:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal or Administrator

Optional

This performance appraisal involved an audiologist/mentor.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Audiologist/Mentor

This Performance Appraisal has been discussed with me and I have received a copy of it.  
(School social worker may submit a letter for inclusion in their personnel file pertaining to this appraisal.)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Audiologist

**Send Original Copy to Human Resources for the Personnel File**

Effective: August 2008