

1F: Developing a plan to evaluate audiology services

Innovating	Applying	Developing	Not Demonstrating
Audiologist generates ideas for modification of service delivery, based on evaluation outcomes.	Audiologist responds to supervisors' request for information to facilitate evaluation of services & demonstrates interest in outcomes.	Audiologist responds to supervisors' request for information to facilitate evaluation of services.	Audiologist provides no input to supervisors regarding evaluation of services.
Notes:	Notes:	Notes:	Notes:
Evidence:			

Domain 2
The Professional Environment

2A: Creating an Environment of Respect and Rapport

Innovating	Applying	Developing	Not Demonstrating
Audiologist's interactions with students and staff are interpreted by others as consistently being respectful and appropriate. Audiologist's opinions and knowledge are sought out by students and staff.	Audiologist's interactions with students and staff are interpreted by others as consistently being respectful and appropriate.	Audiologist's interactions with students and staff are interpreted by others as being respectful and appropriate, but not consistently.	Audiologist's interactions with students and staff are interpreted by others as being disrespectful or inappropriate.
Notes:	Notes:	Notes:	Notes:
Evidence:			

2B: Establishing a culture of professional inquiry

Innovating	Applying	Developing	Not Demonstrating
Audiologist responds to requests and initiates collaboration with school and community personnel. New information is applied to decision-making process on the part of both the audiologist and other team members.	Audiologist responds to requests for collaboration with staff in D/HH program and school teams and applies new information to decision-making process.	Audiologist responds to requests for collaboration with staff in D/HH program.	Audiologist neither seeks out nor responds to requests for collaboration.
Notes:	Notes:	Notes:	Notes:
Evidence:			

2C: Managing procedures

Innovating	Applying	Developing	Not Demonstrating
Audiologist routinely follows procedures in a timely fashion and offers suggestions for modification.	Audiologist routinely follows procedures in a timely fashion.	Audiologist follows basic procedures, but some unintended non-compliance is observed.	Audiologist does not follow procedures or makes little attempt to learn and apply procedures.
Notes:	Notes:	Notes:	Notes:
Evidence:			

2D: Managing student behavior

Innovating	Applying	Developing	Not Demonstrating
<p>Audiologist's ability to describe or explain expected student test-taking behavior is adequate for older or easy-to-test students. Successful behavior shaping of younger or difficult-to-test students can consistently be predicted.</p>	<p>Audiologist's ability to describe or explain expected student test-taking behavior is adequate for older or easy-to-test students. Successful behavior-shaping of younger or difficult-to-test students is often present.</p>	<p>Audiologist's ability to describe or explain expected student test-taking behavior is adequate for older or easy-to-test students. Successful behavior-shaping of younger or difficult-to-test students is not consistently present.</p>	<p>Audiologist's ability to describe or explain expected student test taking behavior is limited or ineffective, even for students who are older or easy-to-test student.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

2E: Organizing physical space

Innovating	Applying	Developing	Not Demonstrating
Audiologist creates a testing environment that is inviting, accessible for all students, and suitable for testing activities. The audiologist effectively uses physical resources to facilitate parents', colleagues, and students' understanding of the hearing loss, as appropriate.	Audiologist creates a testing environment that is inviting, accessible for all students, and suitable for testing activities.	Audiologist's attempts to create a testing environment that is inviting, accessible for all students, and suitable for testing activities are partially successful.	The testing environment is in disarray, or is inappropriate to the planned activities.
Notes:	Notes:	Notes:	Notes:
Evidence:			

Domain 3
Delivery of Service

3A: Assessing student needs

Innovating	Applying	Developing	Not Demonstrating
Audiologist assesses and identifies student needs through a variety of evaluation techniques and with input from significant others. Audiologist integrates information and is able to describe student needs.	Audiologist assesses and identifies student needs through a variety of evaluation techniques.	Audiologist's assessments of student needs are perfunctory and not evidence-based.	Audiologist does not assess student needs, or the assessments result in inaccurate conclusions.
Notes:	Notes:	Notes:	Notes:
Evidence:			

3B: Using questions and discussion techniques

Innovating	Applying	Developing	Not Demonstrating
Audiologist can explain why it is important to elicit information from constituents, does so on a regular basis, and uses the information in a way that benefits families and colleagues. Audiologist seeks out opportunities to enhance dialogue skills.	Audiologist can explain why it is important to elicit information from constituents and does so on a regular basis.	Audiologist can explain why it is important to elicit information from constituents, but does so infrequently.	Audiologist does not, or rarely, elicits information about attitudes, knowledge, and beliefs from parents, colleagues, and students (when appropriate), Audiologist cannot explain why this strategy is important.
Notes:	Notes:	Notes:	Notes:
Evidence:			

3C: Engaging students in learning

Innovating	Applying	Developing	Not Demonstrating
Audiologist provides effective instructions and answers to students during the evaluation process, manages attention- seeking behavior on the part of the student, and fosters the establishment of an efficient and successful test environment.	On the rare occasion when audiologist provides ineffective instructions or answers to students during the evaluation process, it is recognized and corrected.	When audiologist provides ineffective instructions or answers to students during evaluation process, is able to recognize the ineffectiveness, but may not consistently be able to make real-time modifications.	Audiologist often provides ineffective instructions or answers to students during evaluation process and is unable to recognize the ineffectiveness.
Notes:	Notes:	Notes:	Notes:
Evidence:			

3D: Demonstrating flexibility & responsiveness

Innovating	Applying	Developing	Not Demonstrating
Audiologist reviews and revises test protocol and recommendations to align with a variety of evidence suggesting the need for change for a specific student. Audiologist discusses changes with colleagues, leading to alterations in future assessment of students.	Audiologist reviews and revises test protocol and recommendations to align with a variety of evidence suggesting the need for change for a specific student.	Audiologist makes modest changes in the audiology test protocol and recommendations when directly presented with test evidence of the need for change for a specific student.	Audiologist adheres to his or her plan, unaware of or ignoring evidence of its inadequacy.
Notes:	Notes:	Notes:	Notes:
Evidence:			

Domain 4
Professional Responsibilities

4A: Reflecting on practice

Innovating	Applying	Developing	Not Demonstrating
Audiologist's reflection on practice is accurate and objective, citing specific desirable and undesirable characteristics. Audiologist makes specific suggestions as to how the audiology program might be improved, or elicits advice and guidance from colleagues as to how the audiology program might be improved.	Audiologist's reflection on practice is accurate and objective, citing specific desirable and undesirable characteristics.	Audiologist's reflection on practice is moderately accurate and objective, without citing specific examples.	Audiologist does not reflect on practice, or the reflections are inaccurate or self-serving.
Notes:	Notes:	Notes:	Notes:
Evidence:			

4B: Maintaining accurate records

Innovating	Applying	Developing	Not Demonstrating
<p>Audiologist's reports, records, and documentation are predictably accurate and submitted in a timely fashion. Written and verbal reports enhance parents', staff's, and student's knowledge and understanding of the hearing loss and its impact.</p>	<p>Audiologist's reports, records, and documentation are predictably accurate and are usually submitted in a timely fashion. There are rare occasions when information delivery is flawed, compromising parents' and staff's understanding of student needs but no delay in service delivery.</p>	<p>Audiologist's reports, records, and documentation are generally accurate, but still somewhat incomplete; late submission of information sometimes compromises parents' and staff's understanding of student needs or delays service delivery.</p>	<p>Audiologist's reports, records, and documentation are consistently missing, late, or inaccurate, compromising parents' and staff's understanding of student needs or delaying service delivery.</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Evidence:</p>			

4C: Communicating with Families

Innovating	Applying	Developing	Not Demonstrating
Audiologist is pro-active in providing information to families about the audiology program as a whole and about individual students through a variety of means .. Cultural diversity, socio-economic status, and family structure are routinely taken into consideration and alternative solutions or provisions are developed.	When asked, audiologist provides thorough and accurate information to families about the audiology program as a whole and about individual students. Cultural diversity, socio-economic status, and family structure are taken into consideration.	When asked, audiologist provides limited though accurate information about test results or other audiology services as a whole or about individual students. Cultural diversity, socio-economic status, and family structure are not consistently taken into consideration.	Audiologist provides little to no information to families, either about test results or other audiology services as a whole or about individual students. Cultural diversity, socio-economic status, and family structure are not taken into consideration.
Notes:	Notes:	Notes:	Notes:
Evidence:			

4D: Participating in professional community

Innovating	Applying	Developing	Not Demonstrating
Audiologist's relationships with colleagues are friendly and productive. Requests or inquiries from colleagues are addressed in a timely fashion. Audiologist initiates support to colleagues when a professional need is obvious.	Audiologist's relationships with colleagues are friendly and productive. Requests or inquiries from colleagues are addressed in a timely fashion.	Audiologist's relationships with colleagues are cordial, and audiologist responds to requests or inquiries from colleagues, but not always in a timely fashion.	Audiologist's relationships with colleagues are undesirable or self-serving, and audiologist often ignores requests or inquiries from colleagues, or does not respond in a timely fashion.
Notes:	Notes:	Notes:	Notes:
Evidence:			

4E: Engaging in professional development

Innovating	Applying	Developing	Not Demonstrating
Audiologist actively pursues professional development opportunities and makes a substantial contribution to colleagues' knowledge and understanding of audiology concepts and issues.	Audiologist seeks out opportunities for professional development based on perceived need.	Audiologist's participation in professional development activities are limited to those that are convenient or directed by the supervisor.	Audiologist does not participate in professional development activities, even when such activities are clearly needed for the development of educational or general audiology skills.
Notes:	Notes:	Notes:	Notes:
Evidence:			

4F: Showing professionalism, including integrity and confidentiality

Innovating	Applying	Developing	Not Demonstrating
Audiologist is honest in interactions with colleagues, students, and the public, and does not violate confidentiality. Audiologist advocates for students when needed. Audiologist takes a leadership role with colleagues.	Audiologist is honest in interactions with colleagues, students, and the public, and does not violate confidentiality. Audiologist advocates for students when needed.	Audiologist is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Audiologist displays dishonesty in interactions with colleagues, students, or the public, and violates principles of confidentiality.
Notes:	Notes:	Notes:	Notes:
Evidence:			

Additional Feedback by Supervisor:

Supervisor's Signature: _____

Date: _____

Staff Member's Signature: _____

Date: _____

*Employee should receive a copy

*Copy should be kept in site file

*Original evaluation to be sent to Employee Services