

## Continuous Improvement of Teacher Effectiveness (CITE)

### 2021-2022 CITE Audiologist Rubric

The Teacher	The Teaching
<u>Standard 1: Culture and Climate</u> <u>Standard 2: Professionalism</u>	<b>Standard 3: Outcomes</b> <b>Standard 4: Assessment</b> <b>Standard 5: Instruction</b>

*Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for a teacher to be rated a 3. All aspects of 2 and 3 and 4 must be present for a teacher to be rated a 4.*

The Teacher:			
Standard 1- CULTURE AND CLIMATE: Audiologist models and collaborates with all students to create a respectful and positive culture and climate.			
<b>1.1 Audiologist creates an environment that is safe.</b>			
1: The learning environment is unsafe for students.	2: Audiologist presents rules to achieve a learning environment that is safe for all students.	3: Audiologist creates and fosters an environment that is safe for all students.	4: Audiologist collaborates with students to create and consistently foster a learning environment that is safe for all students.
<b>1.2 Audiologist uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</b>			
1: Audiologist posts class rules where they are readily available to all students, but rules are not uniformly applied to all students.	2: Audiologist provides opportunities for students to give input into classroom rules. Audiologist treats all students in a fair and equitable manner.	3: Audiologist creates and facilitates positive opportunities for students to develop an inclusive classroom community by having a voice in their community, learning from their	4: Audiologist collaborates with students to create and maintain positive opportunities for students to develop an inclusive classroom community by having a voice in their

		mistakes, reinforcing acceptable behavior and restoring relationships.	community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships.
<b>1.3 Audiologist establishes an environment that honors diversity.</b>			
1: Audiologist establishes a reactive environment that may limit points of view and deals with concerns as they arise.	2: Audiologist promotes an environment where some students feel safe to express different points of view.	3: Audiologist creates and facilitates an environment that honors diversity.	4: Audiologist collaborates with students to establish an environment that honors and promotes diversity.
<b>1.4 Audiologist models and establishes positive relationships with all students.</b>			
1: Audiologist inconsistently promotes a respectful learning environment.	2: Audiologist consistently promotes a respectful learning environment and positively interacts with all students.	3: Audiologist builds positive relationships and respectfully interacts with all students, inside and outside the learning environment.	4: Audiologist builds positive relationships and respectfully interacts with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the learning environment.
<b>1.5 Audiologist creates a well-managed, student-centered learning environment with established routines and procedures.</b>			
1: Audiologist's learning environment is not well managed.	2: Audiologist manages the learning environment.	3: Audiologist creates routines and procedures and facilitates learning in a well-managed environment. Students know and follow established routines and procedures.	4: Audiologist collaborates with students to foster a well-managed learning environment where students are actively engaged.

<b>The Teacher:</b>			
<b>Standard 2 – PROFESSIONALISM: Audiologist demonstrates professional growth and development, leadership, and professionalism.</b>			
<b>2.1 Audiologist works collaboratively with colleagues for the benefit of students.</b>			
1: Audiologist inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity.	2: Audiologist participates in a respectful and productive manner in required meetings.	3: Audiologist participates on collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.	4: Audiologist creates/leads and actively contributes to collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.

<b>2.2 Audiologist creates a professional growth plan that is aligned to Audiologist goals, building initiatives, and district priorities.</b>			
1: Audiologist does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals.	2: Audiologist creates a professional growth plan that is related to the school UIP and/or school goals.	3: Audiologist reflects on professional growth plan and generates action steps.	4: Audiologist considers student needs and feedback while actively reflecting on professional growth plan and generating action steps.
<b>2.3 Audiologist demonstrates application of professional learning to practice.</b>			
1: Audiologist inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into practice.	2: Audiologist participates in required school-based professional development and/or makes minimal attempts to implement new learning into practice.	3: Audiologist actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice.	4: Audiologist pursues learning beyond school-based opportunities. <sup>1</sup> Audiologist monitors the impact of professional development through data collection and reflection and actively refines practice. Audiologist promotes a culture of continuous learning with colleagues.
<b>2.4 Audiologist differentiates communication with families based on the individual needs of the student.</b>			
1: Audiologist inconsistently communicates with families with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.).	2: Audiologist consistently communicates with families to help students meet education goals with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.).	3: Audiologist fosters an open relationship with families and differentiates communication that includes a variety of methods, formats and timelines to maintain the home-school connection with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.).	4: Audiologist proactively coordinates information and resources with, to and from families and other supports as appropriate with consideration of student's specific developmental and language levels, to articulate the plan for attaining auditory access (e.g. at home, in classroom, unstructured learning times, etc.).
<b>2.5 Audiologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</b>			
1: Audiologist does not meet legal and school/district expectations.	2: Audiologist is compliant with legal and school/district expectations.	3: Audiologist demonstrates professional behavior within the building and throughout the district and community.	4: Audiologist promotes and models professional behavior within the building, with colleagues, and throughout the district and

<sup>1</sup> Approved by BOE 06/20/2017

			community.
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**The Teaching**

**Standard 3– OUTCOMES: Audiologist purposefully plans educational audiology services to support student auditory access to the District GVC.**

**3.1 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.**

1: Audiologist rarely plans tiered educational audiology services which support student auditory access to World Class Outcomes.	2: Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to World Class Outcomes.	3: Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.
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**3.2 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.**

1: Audiologist rarely plans for student auditory access to literacy, math and other content.	2: Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning for student auditory access to learning in literacy, math and other content.	3: Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning for student auditory access to learning in literacy, math and other content.	4: Audiologist collaborates with students and multidisciplinary team to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.
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<b>3.3 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</b>			
<p>1: Audiologist rarely plans tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>	<p>2: Audiologist integrates their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>	<p>3: Audiologist consistently integrates their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>	<p>4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>
<b>3.4 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>			
<p>1: Audiologist rarely plans tiered educational audiology services which support student auditory access to 21<sup>st</sup> Century Skills. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>2: Audiologist integrates their knowledge of the auditory system; implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics when planning tiered educational audiology services which support student auditory access to 21<sup>st</sup> Century Skills. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>3: Audiologist consistently integrates their expert knowledge of the auditory system; implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21<sup>st</sup> Century Skills. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently integrate their expert knowledge of the auditory system; implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to 21<sup>st</sup></p>

**3.4 Audiologist uses balanced assessment data to inform purposeful planning for differentiation of tiered educational audiology services to support student auditory access to the GVC.**

1: Audiologist rarely uses balanced assessment data to plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.	2: Audiologist uses balanced assessment data to plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.	3: Audiologist uses balanced assessment data to consistently plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers), using balanced assessment data, to consistently plan for differentiation of tiered educational audiology services to support student auditory access to the GVC.
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**Standard 4 – ASSESSMENT: Audiologist uses a balanced assessment system to inform practice and decision making for educational audiology services and programming which promotes student auditory access to the GVC.**

**4.1 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to World Class Outcomes.**

1: Audiologist rarely assesses student auditory access to World Class Outcomes.	2: Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.	3: Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.	4: Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to World Class Outcomes.
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**4.2 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to support learning in literacy, math and other content areas.**

1: Audiologist rarely assesses student auditory access to learning in literacy, math, and other content areas.	2: Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other content knowledge.	3: Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other content knowledge.	4: Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to support learning literacy, math and other
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			content knowledge.
<b>4.3 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to the Colorado Essential Skills.</b>			
1: Audiologist rarely assesses student auditory access to the Colorado Essential Skills.	2: Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the Colorado Essential Skills.	3: Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the Colorado Essential Skills.	4: Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to the Colorado Essential Skills.
<b>4.4 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to 21st-Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>			
1: Audiologist rarely assesses student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	2: Audiologist develops/identifies assessments using their knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	3: Audiologist consistently develops/identifies evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	4: Audiologist collaborates with students and multidisciplinary team to consistently develop/identify evidence based assessments using their expert knowledge of the auditory system, implications of a hearing impairment on learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics that monitor student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)
<b>4.4 Audiologist uses their expertise in Audiology to develop/identify evidence based formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.</b>			
1: Audiologist rarely uses formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	2: Audiologist uses formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	3: Audiologist consistently uses quality formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	4: Audiologist collaborates with students to consistently use quality formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.
<b>4.5 Audiologist uses their expertise in Audiology to develop/identify evidence based interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.</b>			



1: Audiologist rarely uses interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	2: Audiologist uses interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	3: Audiologist consistently uses quality interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	4: Audiologist collaborates with students to consistently use quality interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.
<b>4.6 Audiologist uses their expertise in Audiology to develop/identify evidence based summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.</b>			
1: Audiologist rarely uses summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	2: Audiologist uses summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	3: Audiologist consistently uses quality summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.	4: Audiologist collaborates with students to consistently use quality summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.
<b>4.7 Audiologist provides students with quality feedback. (Feedback that is specific, timely, personalized and actionable.)</b>			
1: Audiologist provides minimal, generic, and/or non-actionable feedback to students.	2: Audiologist provides quality feedback to students regarding their progress on or access to the GVC.	3: Audiologist consistently provides quality feedback to students regarding their progress on or access to the GVC.	4: Audiologist collaborates with students and stakeholders to consistently provide quality feedback to students regarding their progress on or access to the GVC.
<b>Standard 5 - INSTRUCTION: Audiologist supports multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.</b>			
<b>5.1 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.</b>			
1: Audiologist rarely applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.	2: Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.	3: Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.



<b>5.2 Audiologist applies their expertise in Audiology and evidence based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math and other content areas.</b>			
1: Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.	2: Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.	3: Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.	4: Audiologist collaborates with students and multidisciplinary team to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math, and other content areas.
<b>5.3 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.</b>			
1: Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.	2: Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.	3: Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.
<b>5.4 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>			
1: Audiologist rarely supports multidisciplinary teams in facilitating learning opportunities for student auditory access to 21 <sup>st</sup> Century Skills. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	2: Audiologist applies their knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, and classroom acoustics	3: Audiologist consistently applies their expert knowledge of the auditory system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently apply their expert knowledge of the auditory

	into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	learning, classroom acoustics, and evidence-based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	system, implications of a hearing impairment for learning, effective interventions and strategies to reduce barriers to communication and learning, classroom acoustics, and evidenced-based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to 21 <sup>st</sup> -Century Skills. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)
<b>5.4 Audiologist uses balanced assessment data to implement, deliver and refine differentiation of tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.</b>			
1: Audiologist rarely reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve Audiologist practice.	2: Audiologist reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve Audiologist practice.	3: Audiologist consistently reviews and uses formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve Audiologist practice.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently review and use formative, interim, and summative data from the balanced assessment system to support multidisciplinary teams in implementing sustainable learning opportunities that meet the unique learning needs of students, better facilitate auditory access to the GVC, and improve Audiologist practice.
<b>5.5 Audiologist applies their expertise in Audiology to maintain educational audiology equipment/technology, differentiate student need for hearing assistive technology, and facilitate the use of this technology to support student auditory access to the GVC.</b>			
1: Audiologist rarely applies their knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.	2: Audiologist applies their knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.	3: Audiologist consistently applies their expert knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.	4: Audiologist collaborates with students and multidisciplinary team to consistently apply their expert knowledge of hearing assistive technology to facilitate maintenance and implementation of prescribed student hearing assistive technology to allow auditory access to the GVC.
<b>5.6 Audiologist supports multidisciplinary teams in facilitating learning opportunities that empower students and stakeholders (student families and/or school service providers and/or private/medical providers) to advocate for their hearing health and auditory access needs to access the GVC.</b>			
1: Audiologist rarely supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that empower	2: Audiologist supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that empower	3: Audiologist consistently supports multidisciplinary teams in creating and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in creating

students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.	students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.	consistently empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.	and implementing challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that consistently empower students by incorporating them in the management of their hearing health and/or auditory needs to access the GVC.
<b>5.7 Audiologist supports multidisciplinary teams in facilitating learning opportunities that engage all students in an accessible learning environment to access the GVC.</b>			
1: Audiologist rarely supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.	2: Audiologist supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.	3: Audiologist consistently supports multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote reasonable auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in creating and implementing sustainable learning opportunities and formal plans which promote full auditory access to auditory and spoken information in the educational environment and community resources to access the GVC.
<b>5.8 Audiologist supports multidisciplinary teams in facilitating learning opportunities for all students to use World Class Tools to access the GVC.</b>			
1: Audiologist rarely supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.	2: Audiologist supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.	3: Audiologist consistently supports multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.	4: Audiologist collaborates with students and stakeholders (student families and/or school service providers and/or private/medical providers) to consistently support multidisciplinary teams in identifying learning experiences that require World Class Tools (Hearing Assistive Technology) to access the GVC.

CITE Rubrics are designed to measure research-based effective Teacher and teaching qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. *Reminder: All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for a teacher to be rated a 3. All aspects of 2 and 3 and 4 must be present for a teacher to be rated a 4.*