

Specialized Service Providers (SSPs) at Denver Public Schools (DPS) are vital members of the educational team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. SSPs are key staff members who play an integral role in successfully supporting the whole child as outlined in the Denver Plan 2020.

### Overview of the SSP GPS

The SSP GPS has been designed collaboratively with SSPs of all roles, school and central office leaders, and the Denver Classroom Teachers Association (DCTA).

The system sets a clear and consistent level of effective practice to meet our shared goals of Support for the Whole Child and acceleration of achievement for all students.

The following roles, supported by the SSP GPS, directly empower Support for the Whole Child:

- School Counselors
- School Nurses
- School Psychologists and Social Workers
- Speech Language Pathologists
- Audiologists
- Deaf and Hard of Hearing Itinerants
- Teachers of the Visually Impaired, and Orientation and Mobility Specialists
- Occupational Therapists and Physical Therapists

The SSP GPS provides a framework for our SSPs to identify areas of strength and growth through regular, meaningful feedback sessions with evaluators. The goal of the system is to support SSPs in their professional development towards meeting students' needs.

The framework is a growth tool that reflects the SSPs' role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSPs' practice throughout the school year during the school or business day. This means that an SSP and evaluator could have evidence to support alignment under Not Meeting, Approaching, Effective or Distinguished for different indicators, but fall within one of these areas for the overall rating.

The SSP GPS provides a holistic and comprehensive view of an SSP's practice by using the following multiple measures:

- **50% Professional Practice**—measured by the role-specific Professional Practice framework
- **50% Student Outcomes**—measured by Student Learning Objectives

As part of an evaluation using the Professional Practice framework, SSPs should expect to participate in check-in conversations throughout the year (Beginning-of-Year, Mid-Year and End-of-Year), as well as in ongoing meaningful conversations based on observation and/or review of service delivery. The frequency of the latter may vary greatly based on an SSP's specific role, interaction with students and time in the building. Moreover, the observation and review process must be discussed and agreed upon during Beginning-of-Year conversations.

The Denver Plan 2020 is DPS' roadmap—outlining our goals and charting our path to achieve our vision of **Every Child Succeeds.**

The fourth goal of five outlined in the Plan is **Support for the Whole Child**—DPS will provide school environments that encourage students to pursue their passions and interests, and to build and strengthen the social/emotional character traits they need to succeed in life.

## Beginning-of-Year Conversations

Beginning-of-Year Conversations are crucial in supporting SSPs throughout the entire year. These discussions set the stage for the supportive relationship between an SSP and his/her evaluator, as well as define expectations for the year to come. This conversation should focus on areas of strength and growth. The overall goal is to support SSPs in their professional development so they can meet the needs of DPS students.

During this conversation, an SSP and his/her evaluator should discuss and agree upon:

- The SSP's role, ensuring it is focused on areas of greatest potential student impact in relation to the school, caseload and/or time in building, and population served.
- Growth areas of focus for individual professional development.
- The definition of effective performance and what it looks like.
- How observation/data collection will be completed and documented.
- Timing and process for sharing feedback throughout the year in support of an SSP's ongoing professional growth.
- Student Learning Objectives (SLOs) for the year.

## Mid-Year Conversations

Mid-Year Conversations are an opportunity for employees to provide updates on the services being provided to students, and for evaluators to discuss preliminary ratings, feedback on effectiveness and concrete next steps on how to improve performance.

This conversation should include the following:

- Review of progress in relation to agreements made in Beginning-of-Year Conversations.
- Review of feedback on the SSP's performance using behaviors at the indicator level.
- Identification of any change in focus for an SSP due to environmental factors (e.g., student populations, building, etc.).
- Reflection on strengths, growth areas and next steps for the SSP's development, and discussion on how the evaluator can support continued growth throughout the year.
- Review of observations and data points collected to date, ensuring that they match the agreed-upon plan, and finalizing the plan for the remainder of the year.
- Review of progress based on SLOs.









## End-Of-Year Conversations

In End-of-Year Conversations, evaluators and SSPs should discuss strengths, progress in growth areas, and data points that validate performance, along with the final overall rating. The conversation should also focus on clear and actionable next steps for professional learning opportunities, and on methods to improve performance in the coming year.

This conversation should include the following:

- Sharing feedback on an SSP's performance using behaviors at the indicator level (documented and provided to the SSP) and evidence collected throughout the year.
- Sharing ratings assigned at the expectation level based on evidence collected (documented in Infor HR).
- Reviewing SLO outcomes.
- Sharing an overall rating for the year (documented in Infor HR).
- Identifying strengths and growth areas for the SSP's development and actionable steps for future professional development.

End-of-Year SSP GPS ratings are granted at an expectation and overall level. However, evaluators should provide feedback for growth at an indicator level as this is the most actionable for the SSP.

ROLE	EXPECTATION	INDICATOR	
AUDIOLOGISTS	Demonstrates Mastery of and Expertise in the Domain for Which They are Responsible	1.A	Designs and incorporates developmentally appropriate evidence-based practices from research findings into services. 
		1.B	Demonstrates knowledge of effective services that reduce barriers to and support learning across the home, school and community settings.
	Establishes a Safe, Inclusive and Respectful Learning Environment	2.A	Demonstrates knowledge of, interest in and respect for diverse student communities and cultures in a manner that increases equity.
		2.B	Implements high, clear expectations for student behavior, including self-advocacy.
	Plans, Delivers and Monitors Services that Facilitate Learning	3.A	Provides services and/or specially designed instruction aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures, and the individual needs of students. 
		3.B	Utilizes multiple sources of data to identify the need for and design of services that meet the needs of individual students and schools. 
		3.C	Monitors and adjusts services as needed to ensure continuous progress towards achieving academic standards and meeting towards the social and emotional goals of students, the schools and the district.   
		3.D	Supports and integrates appropriate available technology in services and/or specially designed instruction to maximize student outcomes.
	Reflects on Practice	4.A	Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.
		4.B	Pursues opportunities for professional growth which contribute to student and school growth and to a culture of inquiry.
	Demonstrates Collaboration, Advocacy and Leadership	5.A	Advocates for and engages students, families and the community in support of improved student achievement. 
		5.B	Collaborates with school teams to positively impact student outcomes. 
		5.C	Builds capacity among colleagues and demonstrates service to students, the school, the district and the profession.

Symbols have been incorporated into this document to provide guidance on the most likely method of observation for effective behaviors.

Key to Symbols:  Read •  Observe •  Information Literacy/Technology •  Conversation

**INDICATOR 1.A:** Designs and incorporates developmentally appropriate evidence-based practices from research findings into **services\***.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>Audiologist Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Rarely applies knowledge of auditory, language and psychosocial development to all areas of educational audiology practice.</li> <li>• Occasionally differentiates assessments and services according to the developmental skill level of students.</li> <li>• Demonstrates limited understanding of the impact of hearing ability on development and communication**.</li> <li>• Provides services that are inconsistent with current research and evidence-based practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently applies knowledge of auditory, language and psychosocial development to all areas of educational audiology practice.</li> <li>• Differentiates some assessments and services according to the developmental skill level of students.</li> <li>• Demonstrates basic understanding of the impact of hearing ability on development and communication.</li> <li>• Provides services that occasionally reflect current research and evidence-based practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies knowledge of auditory, language and psychosocial development to all areas of educational audiology practice. 📄 👁️ 💬</li> <li>• Efficiently differentiates assessments and services according to the developmental skill level of students. 📄 👁️ 💬</li> <li>• Demonstrates in-depth understanding of the impact of hearing ability on development and communication. 📄 👁️ 💬</li> <li>• Provides individualized services that reflect current research and evidence-based practices. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to exhibit their understanding of hearing loss and articulate their personal educational history as evidenced by:             <ul style="list-style-type: none"> <li>▸ Multimedia presentations</li> <li>▸ Videos</li> <li>▸ Written, oral, or signed demonstrations</li> </ul> </li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

\*\***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

**Sources of evidence may include:**

- Referral Records
- Correspondence/Consultation Records
- Funding Resources\*\*\*/Applications
- Outside Agency Reports or Information
- Individualized Education Programs (IEPs)
- Other evidence indicating that practices are research-based

\*\*\***Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including: academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

**INDICATOR 1.B:** Demonstrates knowledge of effective **services\*** that reduce barriers to and support learning across the home, school and community settings.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>• Rarely contributes strategies, interventions and adaptations that reduce barriers to learning and increase access to instruction.</li> <li>• Seldom makes appropriate educational and community referrals.</li> <li>• Provides little or no information or materials on community resources** to families and educational teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes a few strategies, interventions and adaptations that reduce barriers to learning and increase access to instruction.</li> <li>• Inconsistently makes appropriate educational and community referrals.</li> <li>• Provides occasional information or materials on community resources to families and educational teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently contributes effective strategies, interventions and adaptations that reduce barriers to learning and increase access to instruction. 📄 👁️ 💬</li> <li>• Routinely makes appropriate educational and community referrals. 📄 👁️ 💬</li> <li>• Provides relevant information or materials on community resources to families and educational teams. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Students identify and contribute strategies that reduce barriers to their learning and increase access to instruction.</li> <li>• Analyzes and adjusts support services to increase participation across learning environments and extracurricular activities. 📄 👁️ 💬</li> <li>• Partners with community providers thereby incorporating inter-professional practices to ensure student success. 📄 👁️ 💬</li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

\*\***Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

**Sources of evidence may include:**

- IEP or 504 reports
- Audiological Assessments
- Classroom Acoustics Assessments/Reports
- In-Service/Training Records/Observation
- Teacher Questionnaire
- Formal and Informal Student Assessments

**INDICATOR 2.A:** Demonstrates knowledge of, interest in and respect for **diverse\*** student communities and cultures in a manner that increases equity.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>Facilitates a learning environment that does not promote acceptance of hearing loss or hearing technology.</li> <li>Demonstrates limited understanding of accommodations in the learning environment.</li> <li>Rarely exhibits understanding and respect to cultural differences within family systems, including deaf culture, by using tools, assessments, methods and materials that are culturally appropriate and that minimize cultural bias.</li> </ul>	<ul style="list-style-type: none"> <li>Partially facilitates a learning environment that promotes acceptance of hearing loss and hearing technology.</li> <li>Occasionally supports appropriate accommodations in the learning environment.</li> <li>Demonstrates some acceptance of cultural differences within family systems, including deaf culture, by using tools, assessments, methods and materials that are culturally appropriate and that minimize cultural bias.</li> </ul>	<ul style="list-style-type: none"> <li>Routinely facilitates a learning environment that promotes acceptance of hearing loss and hearing technology. 📄 👁️ 💬</li> <li>Regularly advocates for and encourages appropriate accommodations in the learning environment. 📄 👁️ 💬</li> <li>Demonstrates sensitivity to and respect for cultural differences within family systems, including deaf culture, by using tools, assessments, methods and materials that are culturally appropriate and that minimize cultural bias. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Cultivates student ability to understand and openly discuss barriers to equity that are related to hearing loss or auditory deficit. 📄 👁️ 💬</li> <li>Encourages students to self-reflect and think in increasingly complex ways and apply their knowledge of their hearing loss to real-world situations.</li> <li>Communicates** unbiased information regarding hearing loss, communication options, educational programming and technology options. 📄 👁️ 💬</li> </ul>

\***Diversity** includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental and/or physical abilities (students with disabilities, gifted and talented), religion, age, political beliefs, etc. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

\*\***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

**Sources of evidence may include:**

- Positive rapport including verbal, non-verbal and body language
- IEP or 504 meetings and reports
- Student or Family Questionnaire/Survey
- Correspondence/Consultation Records
- Student/Classroom Observations
- Family-Friendly and Language-Accessible Materials/Displays

**INDICATOR 2.B:** Implements high, clear expectations for student behavior, including self-advocacy.

















Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>• Ineffectively uses a variety of methods to assess and promote student self-advocacy and problem solving skills.</li> <li>• Rarely provides clear expectations to guide student behavior.</li> <li>• Provides few opportunities for students to learn and demonstrate self-advocacy and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited methods to assess and promote student self-advocacy and problem solving skills.</li> <li>• Sporadically provides expectations that guide student behavior.</li> <li>• Provides infrequent opportunities for students to learn and to demonstrate self-advocacy and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematically uses a variety of methods to assess and promote student self-advocacy and problem solving skills. 📄 👁️</li> <li>• Consistently provides clear expectations that guide student behavior. 📄 👁️ 💬</li> <li>• Provides routine opportunities for students to learn and demonstrate self-advocacy and problem solving skills that promote independence. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Provides self-advocacy instruction in all interactions with students. 📄 👁️ 💬</li> <li>• Partners with families and significant adults to help students meet education goals. 📄 👁️ 💬</li> <li>• Assists staff, students and families in promoting awareness and encouraging best practices to enhance students communication* access. 📄 👁️ 💬</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>• Students are unable to advocate at their expected skill level.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are aware of their need to advocate, but do not have the age- or developmentally-appropriate skills necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students communicate and express their needs about hearing loss with their peers, teachers and others in their environment. 👁️</li> </ul>	<ul style="list-style-type: none"> <li>• Students incorporate their advocacy needs into a plan or presentation in the classroom or IEP/504 meetings to educate others about their hearing and learning needs.</li> </ul>

\*Communication is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

**Sources of evidence may include:**

- IEP/504 Meetings and Reports
- Anecdotal information from school teams or other observers
- Self-Advocacy Records
- Correspondence/Consultation Records
- Student or Teacher Questionnaire/Survey
- Pre- and Post-Intervention Data

**INDICATOR 3.A:** Provides **services\*** and/or specially designed instruction aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures, and the individual needs of students.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>Audiologist Behaviors</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates little to no knowledge of state and federal laws, district policies and Colorado Academic Standards to services or to individually designed instruction to meet student needs.</li> <li>• Contributes minimally to the development of Individualized Education Programs (IEPs) in compliance with law and district policy.</li> <li>• Avoids opportunities to take part in the development of student plans as a member of the educational team.</li> <li>• Rarely completes evaluations and reports for students with identified hearing loss within the mandated timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally relates knowledge of state and federal laws, district policies and Colorado Academic Standards to services or to individually designed instruction to meet student needs.</li> <li>• Participates in the development of IEPs but is not in compliance with law and district policy.</li> <li>• Participates minimally in the development of student plans as a member of the educational team.</li> <li>• Completes evaluations and reports for students with identified hearing loss; however, may not meet mandated timelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge of state and federal laws, district policies and Colorado Academic Standards to services and to individually designed instruction to meet student needs. </li> <li>• Effectively and proactively contributes to the development of student educational plans in compliance with law and district policy.   </li> <li>• Thoughtfully participates and collaborates in the development of student plans as a member of the educational team.   </li> <li>• Regularly completes evaluations and reports for students with identified hearing loss within mandated timelines.   </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Assists others in understanding policies and procedures designed to support student needs.   </li> <li>• Advocates for consistency and continuity of service delivery through the use of best practices.   </li> <li>• Assists with technical aspects of the job including calibrating equipment, testing equipment, modifying screening schedules, collaborating with schools, etc.).</li> <li>• Encourages new ideas and innovative thinking around DPS regulations and procedures.</li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.



















**Sources of evidence may include:**

- Screening Records
- Audiological Reports
- Student Plans (504 Plans, IEP/Individual Family Service Plan (IFSP), Communication\*\*)
- IEP Team Meeting Participation
- Correspondence/Consultation Records
- Student or Teacher Questionnaire/Survey

\*\***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.



**INDICATOR 3.B:** Utilizes multiple sources of data to identify the need for and design of **services\*** that meet the needs of individual students and schools.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>• Seldom provides services to ensure that students with auditory difficulties are identified, properly evaluated and managed.</li> <li>• Uses only one audiological test to assess student hearing abilities, technologies and/or environments.</li> <li>• Rarely collaborates with the team to guide services or to develop a comprehensive educational plan.</li> <li>• Fails to integrate audiological data with other discipline-specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides basic services to ensure that students with auditory difficulties are identified, properly evaluated and managed.</li> <li>• Sometimes utilizes a blend of audiological tests to assess student hearing abilities, technologies and/or environments.</li> <li>• Cooperates inconsistently with the team to guide services or to develop a comprehensive educational plan.</li> <li>• Provides audiological data and occasionally links it to other discipline-specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly provides quality services to ensure that students with auditory difficulties are identified, properly evaluated and managed.   </li> <li>• Routinely utilizes an assortment of audiological tests to critically analyze student hearing abilities, technologies and/or environments.   </li> <li>• Collaborates effectively with the team to guide services and to develop a comprehensive educational plan.   </li> <li>• Analyzes and integrates audiological data with other discipline-specific information to plan services.   </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Often considers additional issues and concerns and proactively works with the team to meet student needs.   </li> <li>• Provides evidence of collaboration, inter-disciplinary planning, and student participation in the development of student services.   </li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

**Sources of evidence *may* include:**

- Student goal and objective progress reports
- Documentation of a system to consistently monitor student progress, including looking at growth trajectories
- ezEdMed Service Documentation Notes, which includes assessment of session and plan(s) for next session to improve outcome

**INDICATOR 3.C:** Monitors and adjusts **services\*** as needed to ensure continuous progress towards achieving academic standards and towards meeting the social and emotional goals of students, the schools and the district.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>Rarely teams with students and staff to ensure that students and/or caregivers understand hearing, listening and learning needs.</li> <li>Demonstrates limited or no monitoring of services and student progress or outcomes over time.</li> <li>Avoids opportunities to partner with colleagues to monitor progress of students towards achieving individualized goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some collaboration with students and staff to ensure that students and/or caregivers understand hearing, listening and learning needs.</li> <li>Inconsistently monitors effectiveness of services and student progress or outcomes over time, and occasionally makes changes as needed.</li> <li>Inconsistently collaborates with other colleagues and/or monitoring of student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively collaborates with students and staff to ensure that students and/or caregivers understand hearing, listening and learning needs. 📄 👁️ 💬</li> <li>Consistently monitors effectiveness of services and student progress or outcomes over time, and makes changes as needed. 📄 👁️ 💬</li> <li>Routinely collaborates with other colleagues to monitor progress of students towards achieving individualized goals. 📄 👁️ 💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Models and mentors staff on how to analyze student performance data, including charting rates of progress, in order to modify services to meet desired outcomes. 📄 👁️ 💬</li> <li>Collaborates with team members and students about data regarding effectiveness of interventions and teaches students to monitor individual progress. 📄 👁️ 💬</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>Students, staff or families rarely communicate with the audiologist about the students' needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Students, staff or families report or demonstrate inconsistent collaboration with the audiologist in understanding students' hearing and listening needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students, staff or families collaborate with the audiologist to understand student's hearing needs and to monitor progress.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Teachers and other team members independently identify emerging student needs and integrate recommended interventions.</li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

**Sources of evidence may include:**

- Student goal and objective progress reports
- Documentation of a system to consistently monitor student progress, including looking at growth trajectories
- ezEdMed Service Documentation Notes, which includes assessment of session and plan(s) for next session to improve outcome

**INDICATOR 3.D:** Supports and integrates appropriate available technology in **services\*** and/or specially designed instruction to maximize student outcomes.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>• Unable to analyze whether personal and hearing assistive technology is appropriately fit and is functioning.</li> <li>• Inconsistently supports students and professionals during implementation of hearing assistive technology.</li> <li>• Rarely communicates** the importance of utilizing hearing technology related to a student’s individual needs and abilities.</li> <li>• Rarely abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistive technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to analyze and ensure that personal and hearing assistive technology is sufficiently fit and functioning.</li> <li>• Maintains some support to students and professionals during implementation of hearing assistive technology.</li> <li>• Communicates the importance of utilizing hearing technology related to a student’s individual needs and abilities.</li> <li>• Inconsistently abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistive technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of methods to analyze and ensure that personal and hearing assistive technology is optimally fit and functioning. 📄 👁️ 💬</li> <li>• Provides consistent support to students and professionals during implementation of hearing assistive technology. 📄 👁️ 💬</li> <li>• Effectively communicates the importance of utilizing hearing technology related to a student’s individual needs and abilities. 📄 👁️ 💬</li> <li>• Consistently abides by guidelines for the fitting, evaluation, use and monitoring of hearing assistive technology. 📄 👁️ 💬</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>• Encourages independent student use of technology. 📄 👁️ 💬</li> <li>• Integrates hearing technology into all aspects of the learning environment. 📄 👁️ 💬</li> <li>• Monitors improved auditory access using equipment that consistently functions. 📄 👁️ 💬</li> <li>• Models, teaches and promotes student problem-solving and self-advocacy skills through collaboration with students, staff and families. 📄 👁️ 💬</li> </ul>
<b>Staff, Student or Family Behaviors</b>	<ul style="list-style-type: none"> <li>• Students demonstrate limited understanding and management of hearing technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate inconsistent understanding and management of hearing technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate improved auditory access and understanding of hearing technology. 👁️</li> <li>• Students and teachers integrate technology effectively into the learning environment. 👁️</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand hearing technologies and can explain to others using appropriate terminology.</li> <li>• Students and teachers can independently manage and integrate technology effectively into the learning environment.</li> </ul>








\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

\*\***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.

**Sources of evidence may include:**

- Technology Assessment Records
- Technology Monitoring Records
- Audiological Assessments
- Teacher/Student Questionnaires
- Student Observation Data

**INDICATOR 4.A:** Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>Rarely reflects on the effectiveness of services*.</li> <li>Unreceptive to feedback.</li> <li>Demonstrates minimal improvement despite valuable feedback/coaching.</li> <li>Rarely acknowledges, in a safe environment, own biases/limitations.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on the effectiveness of services, but insights and/or changes in practice are limited.</li> <li>Occasionally is open to receiving valuable feedback from others.</li> <li>Inconsistently shifts practice in response to valuable feedback.</li> <li>Sometimes examines his/her own biases/perceptions/pedagogical practices to understand own impact on teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects on the effectiveness of services (e.g., methodology, differentiation, etc.) to guide future services planning/delivery. </li> <li>Asks for and is consistently open to feedback.</li> <li>Consistently examines and changes service delivery, including strategies and methods, based on valuable feedback from others in order to increase effectiveness. </li> <li>Consistently reflects on own biases/perceptions/pedagogical practices, and mitigates the negative impact on students through culturally responsive practices. </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Models self-reflection for others, encouraging a culture of improvement. </li> <li>Actively solicits and acts on feedback from multiple sources. </li> <li>Helps to lead or develop cultural competence practices.  </li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

**Sources of evidence may include:**

- Correspondence/Consultation Records
- Records of Service-Delivery
- Educational Plans (IEPs, 504 Plans, Communication\*\*)
- Formal and Informal Student Assessments
- Progress-Monitoring Data

\*\***Communication** is the exchange of thoughts, messages or information through reading, writing, speaking, listening and/or actions.










**INDICATOR 4.B:** Pursues opportunities for professional growth which contribute to student and school growth and to a culture of inquiry.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>Audiologist Behaviors</b></p>	<ul style="list-style-type: none"> <li>Rarely reflects on individual performance data.</li> <li>Attends required professional development activities, but is disinterested and/or rarely participates.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on individual performance data when requested, but inconsistently prioritizes professional learning to support need and growth areas.</li> <li>Attends required Professional Development (PD) courses, but inconsistently applies beneficial strategies.</li> <li>Sets professional development goals based on personal interest instead of on current research and/or likelihood of having a consistent positive impact on student, school and district outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on individual performance data and takes ownership of professional learning needs by self-identifying learning opportunities that support professional growth. 📄</li> <li>Actively participates in professional learning activities within the department, district and/or other organizations and implements the knowledge gained into his/her practice. 📄💬</li> <li>Sets professional development goals based on current research and the likelihood of having a positive impact on student, school and district outcomes. 📄💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Contributes to a culture of inquiry by sharing effective, evidence-based practices or professional literature/research and engaging in departmental discussions related to problems of practice. 📄💬</li> <li>Consults with state-level or higher education programs regarding current research or data-collection opportunities. 📄💬</li> <li>Leads departmental Professional Development Unit (PDU) or other Professional Development opportunities, etc.</li> </ul>

**Sources of evidence may include:**

- Evidence of New Practices Implemented
- Participation on Committees
- In-Service/Training Records/Observation
- Professional Goals or Growth Plan
- Participation/Membership in Organizations
- Certificates of Participation in PD courses and professional development activities

**INDICATOR 5.A:** Advocates for and engages students, families and the community in support of improved student achievement.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Audiologist Behaviors</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the importance of collaborating with key stakeholders to meet the students needs.</li> <li>• Rarely initiates or maintains appropriate communication* with colleagues or key stakeholders in regard to students services**.</li> <li>• Rarely develops effective rapport or communication with parents or staff.</li> <li>• Unclearly communicates with staff, student and families and/or does not provide constructive comments.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the importance of collaboration and initiates basic dialogue with colleagues to exchange information.</li> <li>• Occasionally shares analysis of student needs and supports collaborative discussion when requested.</li> <li>• Works minimally toward developing a rapport with staff and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains appropriate communication through a variety of means with key stakeholders (e.g., school staff, students, families, outside providers, etc.) to meet student needs.  </li> <li>• Proactively shares analysis of student needs and supports collaborative discussion.  </li> <li>• Consistently responds to requests for information in a timely manner.  </li> <li>• Consistently develops effective rapport with staff and parents through a variety of methods. </li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Establishes ongoing collaborative relationships and methods of communication with key stakeholders in the lives of students, with a focus on improving student outcomes. </li> <li>• Supports school teams and families in establishing relationships and communication with appropriate external or community resources*** to support students and families.</li> <li>• Develops rapport easily and collaborates and maintains open lines of communication to promote academic success. </li> </ul>

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\*\*\***Resources** can be anything that is utilized to assist students in progress toward achievement of individualized student goals and/or mastery of the content-language objective(s), including academic tools, language supports, media, technology and additional adults in the room. NOTE: *Some resources should be available in multiple formats depending on student needs.*

**Sources of evidence may include:**

- In-Service/Training Records/Observation
- Correspondence/Consultation Records
- Collaboration Activities
- Records of Advocacy Activities

**INDICATOR 5.B:** Collaborates with school teams to positively impact student outcomes.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>Audiologist Behaviors</b></p>	<ul style="list-style-type: none"> <li>• May attend staffing team meetings at school sites but is indifferent/inattentive to information shared and/or is rarely an active participant.</li> <li>• Works in isolation and/or rarely shares information about students.</li> <li>• Infrequently collaborates with special education teams.</li> <li>• Rarely engages when provided opportunities to contribute to school climate and cultures.</li> <li>• Regularly disregards school, department or district policies/procedures.</li> <li>• Often demonstrates inflexibility in dealing with issues and people.</li> <li>• Rarely exemplifies the DPS Shared Core Values and/or demonstrates inflexibility in dealing with issues and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends team meetings; is usually attentive, conveys interest, but inconsistently contributes to school team efforts.</li> <li>• Actively listens and receives information but may not make service plan changes.</li> <li>• Inconsistently collaborates with special education team members to meet the needs of students in a timely manner or to support data collection.</li> <li>• Inconsistently works to build trust among peers by contributing to an environment that is reflective of the DPS Shared Core Values by consistent attendance, communication* and participation at school and with department.</li> <li>• Generally adheres to school, department or district policies/ procedures.</li> <li>• Typically acts professionally and exemplifies DPS Shared Core Values, but occasionally expresses disagreement tactlessly.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently attends school team meetings and actively contributes to team efforts to positively impact student outcomes. 📄💬</li> <li>• Shares information about students with colleagues during formal or informal collaborative meetings as teams discuss their work and leverage what is learned to impact service** changes. 💬</li> <li>• Builds trust among peers and contributes to an environment that is reflective of the DPS Shared Core Values by consistent attendance, communication and participation at school and with department. 📄💬</li> <li>• Acts professionally, expresses disagreement tactfully and exemplifies DPS Shared Core Values when engaging colleagues. 📄👁️💬</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Builds team capacity and drives team effectiveness despite limited time at the school. 💬</li> <li>• Demonstrates leadership among peers and stakeholders at school sites and/or in the department. 💬</li> <li>• Creates and actively seeks opportunities that contribute to a positive school, department climate and culture.</li> </ul>








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**Sources of evidence may include:**

- In-Service/Training Records/Observation
- Documentation of Presentation Given
- Correspondence/Consultation Records
- Collaboration Activities, Conference Presentations
- Task Force or Committee Participation Records
- Meeting Agendas

**INDICATOR 5.C:** Builds capacity among colleagues and demonstrates **service\*** to students, the school, the district and the profession.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<p><b>Audiologist Behaviors</b></p>	<ul style="list-style-type: none"> <li>Rarely participates in or volunteers to participate in activities that develop leadership skills.</li> <li>Rarely makes contributions to school, department or district teams with respect to discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Supports school goals and initiatives, and recognizes opportunities to develop leadership skills.</li> <li>Implements established service delivery based upon department, school and student priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with school and peer teams and provides leadership and training in his/her professional role.  </li> <li>Contributes to developing and improving department. </li> <li>Readily shares knowledge and skills with teams to promote student success. </li> </ul>	<p><i>In addition to "Effective" :</i></p> <ul style="list-style-type: none"> <li>Shares and advocates for use of evidence-based practices among colleagues and across a variety of settings.</li> <li>Works collaboratively with school teams to contribute to the success of students from an inter-disciplinary approach. </li> <li>Shares knowledge and skills with teams through formal and/or informal trainings. </li> <li>Contributes to department leadership through Department Leadership Team or other provided opportunity. </li> <li>Spearheads or participates in the development of departmental tools and materials.</li> <li>Attends district-level culture and climate trainings.</li> </ul>

\***Services** may include assessments, interventions, specially designed instruction, participation in school-wide initiatives and other tasks related to special education.

**Sources of evidence may include:**

- Records of Expanded Responsibilities
- Leadership on Committee or Organization
- Mentoring/Support Records
- Contact Logs