



Educational Interpreter Job Performance Rubric

July 2021

Wisconsin Department of Public Instruction

Educational Interpreter Job Performance Rubric

Developed by
State Superintendent's Advisory Council on Deaf/Hard of Hearing Programs
<https://wesp-dhh.wi.gov/advisory-council/>

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Introduction

Educational interpreters are required by the DPI to hold an interpreter training program certificate from an accredited 2- or 4-year college or university. In addition to license renewal, each educational interpreter must complete 5 credits OR 7.5 RID CEUs and any other requirements to maintain their license. For information on the role of the educational interpreter visit [the Educational Interpreter Information and Resources | Wisconsin Department of Public Instruction](#) page. For information on the licensing requirement for an educational interpreter visit the [New Educational Interpreters Licenses | Wisconsin Department of Public Instruction](#) page.

Educational interpreters have very specialized skills that are different from that of teachers of the Deaf, Hard of Hearing, and Deafblind. Educational Interpreters are trained and evaluated in interpreting American Sign Language (ASL), English-based sign forms, and other visual communication techniques used Deaf, Hard of Hearing, and Deafblind students. While not teachers, educational interpreters can provide tutorial support with the direction of the student's teachers. They are responsible for having a knowledge base on the content taught in the classroom to be able to interpret this information to the student. Interactions between the classroom teacher and interpreter are key to maintaining professional standards. Educational interpreters are not aides (paraprofessionals, educational assistants, CHAs, etc).

This tool is designed as a support for administrators who conduct the evaluation of educational interpreters on staff. This is a model and can be modified as needed in your district. It is recommended that this tool be shared with the educational interpreters at the beginning of the school year to identify the areas of **expected job performance**. This allows them the opportunity to work toward higher standards. These rubrics are a guide. Please expand as you see appropriate to meet the needs of the students in your school, district, or CESA.

DOMAIN 1: Planning and Preparation

	Unsatisfactory	Developing	Proficient	Distinguished
1a: Appropriate Attire to support the visual needs of the student	Does not follow the school dress code or consider the student's visual access needs.	Follows school dress code occasionally with consideration for visual needs.	Follows the school dress code. Understands the student's visual access needs.	Consistently follows the school dress code. Understands and educates the students and/or others in relation to the student's visual access needs.
1b: Preparation for Class	Does not consistently ask teacher/s for lesson plans / weekly activity plans.	Inconsistently asks for lesson plans.	Consistently asks for lesson plans. Is prepared for class having reviewed lesson plans and other pertinent materials.	Proactive in taking initiative in obtaining and reviewing materials ahead of time. Anticipating any needed resources or equipment, including textbooks, vocabulary, or technology.
1c: Tutoring Skills	Does not provide or refuses to provide tutorial support when needed and as directed by the teacher. Does not work with the teacher	Provides tutoring support when asked by the supervisor.	Provides tutorial support when needed and as directed by the teacher. Works with the teacher to ensure that the information	Takes initiative in suggesting tutorial needs of the student when the student is struggling with assignments and/or content. Prepares and

	Unsatisfactory	Developing	Proficient	Distinguished
	to ensure that the information shared during the tutorial is consistent with the intent of the teacher.		shared during the tutorial is consistent with the intent of the teacher (e.g. spelling lists from class, vocabulary terms reviewed in class, review of major concepts).	collaborates with the educational team ahead of time for tutoring sessions. May develop materials that are useful to the student.

Domain 2: Provision of Sign Language Interpreting Services

	Unsatisfactory	Developing	Proficient	Distinguished
2a: Interpersonal Characteristics	Rarely communicates with or communicates effectively with staff.	Communicates effectively on occasion with staff is tolerated by the educational team.	Communicates effectively with the educational team. Amicable and respectful demeanor towards staff.	Culturally responsive communication towards all school staff. Able to effectively discuss the needs of the students and articulate their role as an educational interpreter.
2b: Effectiveness as a Team Member	Does not function effectively as a member of the educational team. Rarely puts forth the effort to contribute to team responsibilities and functioning. They may be a barrier to team effectiveness.	Puts forth some effort to foster an effective learning environment.	Contributes on a regular basis to help the educational team function smoothly while fulfilling responsibilities. Supports student needs on field trips and special school programs. Advocates appropriately for equitable access for students.	Takes initiative in their area of expertise on the educational team to promote strong relationships and increase productivity. Clearly understands their role as a team member. Advocates & educates appropriately for equitable access for students.

	Unsatisfactory	Developing	Proficient	Distinguished
2c: Flexibility	Unwilling to make schedule changes. Does not demonstrate the ability to adapt to changing situations in school settings with students or staff.	Is somewhat willing, demonstrates adaptability on occasion.	Adapts to change as required by the situation.	Predicts unknowns in situations and adapts to meet the accessibility needs of the student. (e.g. schedule change, substitute teacher, 'surprise' school-wide events, etc.)
2d: Confidentiality	Does not follow education law as it relates to confidentiality. Follows a Code of Ethics for Sign Language Interpreters (BEI, RID, NAIE).	Follows some of the Code of Ethics for Sign Language Interpreters. Is aware of some of the organizations that articulate how to be confidential.	Follows education law as it relates to confidentiality. Follows a Code of Ethics for Sign Language Interpreters (BEI, RID, NAIE).	Follows education law as it relates to confidentiality. Follows a Code of Ethics for Sign Language Interpreters (BEI, RID, NAIE). Applies and informs the educational team, parents, and students of the Code of Ethics for Sign Language Interpreters.
2e: Respect of Students	Does not demonstrate respectful interaction	Demonstrates respect on occasion in interactions with	Demonstrates respectful interaction with the students.	Is respectful of all students. Seeks input from the student

	Unsatisfactory	Developing	Proficient	Distinguished
	with the students. Does not honor reasonable requests for modifications made by students and/or their parents, or teachers. Does not implement culturally responsive practices.	students. Honors requests inconsistently.	Honors reasonable requests for modifications made by students and/or their parents, or teachers. Implements culturally responsive practices.	when determining the most effective way to interpret and follows through on the agreement. Works with parents and community to honor cultural and equitable needs.

Domain 3: Professional Responsibilities

	Unsatisfactory	Developing	Proficient	Distinguished
3a: Professionalism	Does not: function as a problem solver, interact professionally with staff and parents, use planning time effectively to prepare for classes, consistently maintain the role while interpreting, or complies with the student's IEP goals including student communication preference.	Works towards solutions but does not fully utilize planning time effectively and follows student's IEP goals inconsistently.	Interacts with the educational team, parents, and students in a professional and ethical manner. Uses planning time to prepare for classes. Consistently demonstrates an appropriate role with students. Complies with the student's IEP goals including student communication preference.	Consistently acts in a professional and ethical manner by demonstrating the ability to clearly explain the role of an educational interpreter and the needs of the students. Attends workshops to advance their skills in the area of interpreting.
3b: Dependability	Often late for class. Is not punctual for scheduled meetings, etc.	Is late occasionally for class or scheduled meetings, etc.	On-time for all classes and appointments.	Is easily accessible in the classroom during student work time to provide communication access/information sharing.
3c: Attendance	Does not follow staff district attendance	Follows staff district attendance	Follows staff district attendance policy.	Maintains a current substitute folder with

	Unsatisfactory	Developing	Proficient	Distinguished
	<p>policy. Inconsistent communication prior to absences negatively impacts students' services. Does not request leave or inform the school of absence in a timely manner. Does not maintain a current substitute folder with schedule, and books. Often late for class and is not punctual for scheduled meetings.</p>	<p>occasionally. Requests leave inconsistently and maintains a substitute folder but it is ineffective for substitutes covering the assigned schedule.</p>	<p>Plans ahead for absences when possible. Provides a substitute folder with updated schedule, books, materials being used, and other needed information. Punctual for all classes and scheduled meetings.</p>	<p>complete information on class activities and student needs. Communicates with staff prior to planned absences providing information useful for when the school district acquires a substitute interpreter. Is available to consult with the district regarding other options when a substitute can not be found.</p>