

## Educational Interpreter Rubric

Educational interpreters are required by DPI to complete 2 years of professional training in the art of interpreting between sign language and English. In addition for license renewal, each educational interpreter must complete 5 credits AND pass the Educational Interpreter Proficiency Assessment (EIPA) with a score of 3.0 (in a range of 1.0 = low, 5.0 = high) or better. The EIPA is a national test for interpreters in PK-12 settings and is managed through Boys Town Research Hospital / EIPA Diagnostic Center. Educational interpreters may opt to complete a PDP or the 5 credits for license renewal. Taking and passing the EIPA is required – not an option.

Educational interpreters are not aides. They have a very specialized skill that is different from that of teachers of deaf and hard of hearing students. They are trained in the interpretation of signed language and communication used by people who are deaf or hard of hearing. While not teachers, educational interpreters can provide tutorial support with the direction of the child’s teacher. They are responsible for having a knowledge base in the content taught in the classroom in order to be able to interpret this information to the student. Interactions between the classroom teacher and interpreter are key to maintaining professional standards.

This tool is designed as a support for school principals or teachers 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.

Check the rating for each item that you believe to be most consistent with the educational interpreters’ performance. Then add comments about observable behavior in the box provided.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>INTERPERSONAL CHARACTERISTICS</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Rarely communicates with or communicates effectively with staff.	Comments:	Communicates effectively with the regular ed teachers, DHH teachers and other interpreters. Gets along well with co-workers.	Communicates well with all school staff. Is easy to approach and able to effectively discuss the needs of the student in a variety of situations and environments and role of the educational interpreter within the class.	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>EFFECTIVENESS AS A TEAM MEMBER</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Does not function effectively as a member of the educational team. Rarely puts forth effort to contribute to team responsibilities and functioning. May be a barrier to team effectiveness	Comments:	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.	Takes a leadership role on the educational team to promote strong relationships and increase productivity. Clearly understands their role as a team member. Advocates appropriately for student support for extra-curricular activities, etc.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>FLEXIBILITY</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Unwilling to make schedule changes. Does not demonstrate ability to adapt to changing situations in school settings with students or staff.	Comments:	Adapts to change as required by the situation.	Very flexible. When changes are evident, (e.g. schedule change, substitute teacher, 'surprise' videotape in place of typical routine, etc.) will proactively seek clarity from the teacher on the goal for the new activity. Willingly helps out when it does not impede the needs of their student.	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>PROFESSIONALISM</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Continually complains rather than function as a problem solver. Does not interact professionally with staff and parents. Does not use planning time effectively to prepare for classes. Does not consistently maintain his/her role while interpreting.	Comments:	Interacts with staff and parents in a professional and ethical manner. Uses planning time to prepare for classes. Consistently demonstrates appropriate role with students. Complies with the student's IEP goals including student communication preference.	Always acts in a professional and ethical manner. Demonstrates the ability to calmly and clearly explain the role of an educational interpreter and the needs of the students with whom she / he works. Always prepared for class. Attends workshops to advance his/her skills in the area of interpreting.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>APPROPRIATE ATTIRE TO SUPPORT THE VISUAL NEEDS OF THE STUDENT</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Unprofessional attire. Wears clothes that are visually difficult for the student to watch over a long period of time (e.g. excessive jewelry and/or dark nail polish that is visually distracting).	Comments:	Dresses appropriately according to the school policy. Wears clothing that reduces eye strain / fatigues for the students (e.g. solid color tops, excessive finger & wrist jewelry, nail polish, if any, is neutral).	Always dresses appropriately with attention to special days when a more formal attire is preferred. Represents the school in a professional manner.	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>CONFIDENTIALITY</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Does not respect the confidentiality of students and staff. Does not maintain confidentiality of situations related to their interpreting assignments.	Comments:	Respects all student information as confidential. May need clarification on issues of staff trust and confidentiality.	Maintains the confidence of students and staff. Knows school rules for reporting information that is required and follows through appropriately.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>DEPENDABILITY</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Often late for class. Is not punctual for scheduled meetings, etc.	Comments:	On time for all classes and appointments.	Is easily accessible in the classroom during student work time to provide communication access / information sharing.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>ATTENDANCE</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Chronic absence. Does not request leave in a timely manner. Does not maintain a current sub folder with schedule, and books. Fails to inform the school of absence in a timely manner.	Comments:	Plans ahead for absences when possible. Provides a sub folder with updated schedule, books, materials being used and other needed information.	Rarely absent. Maintains a current sub folder with complete information on class activities and student needs. Communicates with staff prior to planned absences providing information useful when working with a substitute interpreter.	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>RESPECT OF STUDENTS</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Shows a lack of respect for students. Uses disrespectful language. Ignores student requests for support or changes in how content is interpreted. Talks about the student with disdain or ridicule.	Comments:	Demonstrates respectful interaction with the students. Honors reasonable requests for modifications made by students and/or their parents, or teachers. Respects the dignity of the student.	Is respectful of all students. Seeks input from the student when determining the most effective way to interpret and follows through on the agreement. Works with parents and community to honor cultural needs.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>PREPARATION FOR CLASS</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Rarely prepares for class. Rarely asks teacher for lesson plans / weekly activity plans.	Comments:	Asks for lesson plans. Is prepared for class having reviewed lesson plans and other pertinent materials.	Reads material ahead of time including text books, previewing videotapes (when possible), reviews new vocabulary, prepares for tutoring time, etc.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>PROFESSIONAL DEVELOPMENT</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Does not pursue professional development when provided through the district or CESA. Does not have license renewal requirements completed on time.	Comments:	Participates in district / CESA professional development activities. Has completed a PDP or credits toward licensure. Meets license renewal requirements on time.	Seeks professional development that relates to the needs of the student(s) and to personal interpreting competency. Shows initiative in seeking applicable professional development activities. Completes license renewal activities ahead of time.	

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>TUTORING SKILLS</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Does not provide and is not willing to provide tutorial support to the student to review classwork. When tutoring, does not ask for clarification of information from the teacher. Does not report student questions or frustrations to the regular education and/or DHH teachers.	Comments:	Provides tutorial support when needed and as directed by the teacher. Works with the teacher to ensure that the information shared during tutorial is consistent with the intent of the teacher.	Takes initiative in suggesting tutorial needs of the student when the student is struggling with assignments and/or content. Prepares ahead of time for tutoring sessions. May develop materials that are useful to the student.	
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Exceeds Satisfactory</b>	<b>Comments:</b>
<b>ADOCATES FOR THE NEEDS OF THE STUDENT WHEN USING AN EDUCATIONAL INTERPRETER</b>  <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory	Rarely advocates for the visual and auditory needs of the student. Does not provide staff in-service in working with an educational interpreter. Is not able to clearly define their role in the classroom.	Comments:	Provides an in-service session to regular education teachers in order to clarify the role of the educational interpreter in the classroom. Advocates for the students visual and auditory needs.	Provides very effective on-going (formal and informal) in-service and support to staff and students regarding the role of the educational interpreter to meet the needs of the student(s) in the classroom. Encourages student independence as appropriate in making decisions about their needs and in seeking information.	

	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Satisfactory	Comments:
<b>OTHER:</b> <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Satisfactory					

General Comments: