Educational Sign Language Interpreters (ESLIs) 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. ESLIs 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 ESLI GPS

The ESLI GPS has been designed by the Educational Interpreters of DPS, with the collaboration of D/deaf community members, Teachers of the Deaf, practicing interpreters, and interpreter trainers.

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

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

The ESLI GPS provides a holistic and comprehensive view of an ESLI'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, ESLIs 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 ESLI's 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 outlined in the Denver Plan 2020 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.

The ESLI Growth and Performance (GPS) framework formatting and language was modeled after the Special Service Provider (SSP) GPS framework.

Beginning of the Year Conversations

Beginning-of-Year Conversations are crucial in supporting Educational Interpreters (ESLIs) throughout the entire year. These discussions set the stage for the supportive relationship between an ESLI and his/her primary supervisor, 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 ESLIs in their professional development so they can meet the needs of DPS students.

During this conversation, an ESLI and his/her evaluator should discuss and agree upon:
- The ESLI's role, ensuring it is focused on areas of greatest potential student impact in relation to the school, workday schedule, student needs, and division of student caseload
- 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 ESLI'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 ESLI's performance using behaviors at the indicator level
- Identification of any change in focus for an ESLI due to environmental factors (e.g., student populations, building, etc.)
- Reflection on strengths, growth areas and next steps for the ESLI'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 ESLIs 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 ESLI's performance using behaviors at the indicator level (documented and provided to the ESLI) and evidence collected throughout the year
- Sharing ratings assigned at the expectation level based on evidence collected (documented in GPS)
- Reviewing SLO outcomes
- Sharing an overall rating for the year (documented in GPS)
- Identifying strengths and growth areas for the ESLI's development and actionable steps for future professional development.

End-of-Year ESLI 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 ESLI.

Expectation	Demonstrates mastery of and expertise in the domain for which they are responsible.
Indicator 1.A:	Uses knowledge of interpreting processes, procedures and skills to impact student access.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Sign Language Interpreter Behaviors	•Rarely uses accurate voice -to- sign skills: prosodic information, non-manual information, use of signing space •Rarely uses accurate sign-to-voice skills: can read signer, vocal/Intonational features, word choice •Rarely uses conceptually accurate and varied vocabulary, signs, and fingerspelling •Rarely manages: message processing, message clarity, environment •Rarely retains all details of the message without omissions •Rarely produces a dynamically equivalent message in the target language without skewing the meaning •Rarely makes the implicit message explicit (eg: what does "it" mean?) •Rarely manages process to switch and identify speakers •Rarely matches the speaker's register •Rarely utilizes appropriate non-manual & discourse	•Inconsistently uses accurate voice -to- sign skills: prosodic information, non-manual information, use of signing space •Inconsistently uses accurate sign-to-voice skills: can read signer, vocal/Intonational features, word choice •Inconsistently uses conceptually accurate and varied vocabulary, signs, and fingerspelling •Inconsistently manages: message processing, message clarity, environment •Inconsistently retains all details of the message without omissions •Inconsistently produces a dynamically equivalent message in the target language without skewing the meaning •Inconsistently makes the implicit message explicit (eg: what does "it" mean?) •Inconsistently manages process to switch and identify speakers •Inconsistently matches the speaker's register •Inconsistently utilizes appropriate non-manual & discourse markers (facial	•Consistently uses accurate voice -to- sign skills: prosodic information, non-manual information, use of signing space •Consistently uses accurate sign-to-voice skills: can read signer, vocal/Intonational features, word choice •Consistently uses conceptually accurate and varied vocabulary, signs, and fingerspelling •Consistently manages: message processing, message clarity, environment •Consistently retains all details of the message without omissions •Consistently produces a dynamically equivalent message in the target language without skewing the meaning •Consistently makes the implicit message explicit (eg: what does "it" mean?) •Consistently manages process to switch and identify speakers •Consistently matches the speaker's register •Consistently utilizes appropriate non-manual & discourse markers (facial	*In addition to "Effective":* •Identifies and pursues challenging opportunities, beyond what is provided by DPS, to develop one's own interpreting skills and abilities •Receives additional certifications related to interpreting (BEI, CAECS, NIC, OTC, multiple modes/levels of the EIPA) in order to match a wide range of students' communication modes and linguistic abilities

	markers (facial expressions, head nod, body movements, eye gaze, etc.) •Rarely demonstrates knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments •Rarely interprets background noise, side conversations, and extraneous noises as appropriate* •Rarely requests supports** when needed to fully convey the message or address exceptional communication challenges***	expressions, head nod, body movements, eye gaze, etc.) •Inconsistently demonstrates knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments •Inconsistently interprets background noise, side conversations, and extraneous noises as appropriate* •Inconsistently requests supports** when needed to fully convey the message or address exceptional communication challenges***	expressions, head nod, body movements, eye gaze, etc.) •Consistently demonstrates knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments •Consistently interprets background noise, side conversations, and extraneous noises as appropriate* •Consistently requests supports** when needed to fully convey the message or address exceptional communication challenges***	

Notes: See Educational Interpreter Performance Assessment (EIPA) Evaluation Report
https://www.classroomiterpreting.org/EIPA/performance/FMPReportExample.pdf

Appropriate: with consideration of age, academic level, cognitive ability and input from IEP team

Supports: team interpreter, prep material, etc.

Communication challenges: Cognitive disabilities, other language learners, emerging language ability, lack of formal language, exceptional environmental demands (eg: multiple deaf students, multiple presenters, assemblies, musical performances, guest speakers with accents, etc

Expectation	Demonstrate mastery of and expertise in the domain for which they are responsible.
Indicator 1.B:	Demonstrates knowledge of appropriate Educational Interpreter professionalism.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Sign Language Interpreter Behaviors	•Rarely respects the confidentiality of students and staff and rarely follows the Family Educational Rights and Privacy Act (FERPA) •Rarely has prepared ones skills and knowledge for the assignment •Rarely conducts themselves appropriately* to the assignment •Rarely respects deaf and hearing consumers •Rarely respects colleagues •Rarely exercises ethical business practices •Rarely identifies resources for supporting ethical conduct and demonstrates ethical behavior in interpreting practice •Rarely willing to team interpret •Rarely willing to tutor students •Rarely wears attire that follows interpreter standards • Rarely arrives on time for assignments, classes, and meetings •Rarely demonstrates flexibility when changes occur in order to act within the best interests of the students and the team	•Inconsistently respects the confidentiality of students and staff and inconsistently follows the Family Educational Rights and Privacy Act (FERPA) •Inconsistently prepares ones skills and knowledge for the assignment •Inconsistently conducts themselves appropriately* to the assignment •Inconsistently respects deaf and hearing consumers •Inconsistently respects colleagues •Inconsistently exercises ethical business practices •Inconsistently identifies resources for supporting ethical conduct and demonstrates ethical behavior in interpreting practice •Inconsistently willing to team interpret •Inconsistently willing to tutor students •Inconsistently wears attire that follows interpreter standards •Inconsistently arrives on time for assignments, classes, and meetings •Inconsistently demonstrates flexibility when changes occur in order to act within the best interests of the students and the team	•Consistently respects the confidentiality of students and staff and consistently follows the Family Educational Rights and Privacy Act (FERPA) •Consistently has prepared one's skills and knowledge for the assignment •Consistently conducts themselves appropriately* to the assignment •Consistently respects deaf and hearing consumers •Consistently respects colleagues •Consistently exercises ethical business practices •Consistently identifies resources for supporting ethical conduct and demonstrates ethical behavior in interpreting practice •Consistently willing to team interpret** •Consistently willing to tutor students •Consistently wears attire that follows interpreter standards •Consistently arrives on time for assignments, classes, and meetings •Consistently demonstrates flexibility when changes	*In addition to "Effective":* •Initiates professional development for school staff who work with students with hearing loss •Holds team accountable*** to follow EIPA Guidelines of Professional Conduct and the RID Code of Professional Conduct in order to increase positive impact on students •Recommends resources and supports for general educators, parents, special educators, and/or interested parties relevant to sign language, interpreting, and/or deafness related topics

	•Rarely educates general educators, building administrators, and staff regarding Educational Interpreter's role •Rarely demonstrates awareness of current publications, resources, legislation, and educational materials related to the profession	•Inconsistently educates general educators, building administrators, and staff regarding Educational Interpreter's role •Inconsistently demonstrates awareness of current publications, resources, legislation, and educational materials related to the profession	occur in order to act within the best interests of the students and the team •Consistently educates general educators, building administrators, and staff regarding Educational Interpreter's role •Consistently demonstrates awareness of current publications, resources, legislation, and educational materials related to the profession	

*Appropriately: to act in an unobtrusive manner, encourage the full interaction and independence of the students, exercise care in choice of attire, avoid dual or conflicting roles, and refrain from advising students

**Team interpret: supporting another interpreter with their assignment, requesting support from another interpreter, and accepting support from another interpreter due to cancelled assignments or a light schedule

***Accountable: to ask team member to explain their decision-making process and being willing and able to have professional and open dialogue to encourage a strong, supportive interpreting team

Notes: See EIPA Code of Professional Conduct https://www.classroominterpreting.org/EIPA/guidelines/index.asp

See Registry of Interpreters for the Deaf (RID) Code of Professional Conduct (CPC) https://drive.google.com/file/d/0B-_HBAap35D1R1MwYk9hTUpuc3M/view

See Department of Education Family Educational Rights and Privacy Act (FERPA) https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Expectation	Establishment of a safe, inclusive and respectful learning environment.
Indicator 2.A:	Demonstrates knowledge of, interest in, and respect for diverse students' communities and cultures in a manner that increases equity.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Sign Language Interpreter Behaviors	•Rarely supports the 'Whole Child' by considering challenges to physical health, safety, social/emotional health, and academics, and escalates issues appropriately •Rarely shows respect* for students •Rarely talks about students with respect and consideration •Rarely encourages preferential seating, conducive lighting, use of media and turn-taking •Rarely supports the classroom to create an inclusive environment for deaf and hard of hearing students •Rarely establishes a safe environment free from judgement, biases and prejudices •Rarely demonstrates sensitivity to and respect for factors relating to culture, disability, and diversity	•Inconsistently supports the 'Whole Child' by considering challenges to physical health, safety, social/emotional health, and academics, and escalates issues appropriately •Inconsistently shows respect* for students •Inconsistently talks about students with respect and consideration •Inconsistently encourages preferential seating, conducive lighting, use of media and turn-taking •Inconsistently supports the classroom to create an inclusive environment for deaf and hard of hearing students •Inconsistently establishes a safe environment free from judgement, biases and prejudices •Inconsistently demonstrates sensitivity to and respect for factors relating to culture, disability, and diversity	•Consistently supports the 'Whole Child' by considering challenges to physical health, safety, social/emotional health, and academics, and escalates issues appropriately •Consistently shows respect for students •Consistently talks about students with respect* and consideration •Consistently encourages preferential seating, conducive lighting, use of media and turn-taking •Consistently supports the classroom to create an inclusive environment for deaf and hard of hearing students •Consistently establishes a professional practice that mitigates personal judgement, biases and prejudices •Consistently demonstrates sensitivity to and respect for factors relating to culture, disability, and diversity	*In addition to "Effective":* •Encourages student involvement in opportunities outside of the classroom that support interests, language, and critical mass social interactions •Creates events and/or opportunities for student involvement outside of the classroom that support interests, language, and critical mass social interactions •Organize presentations and/or access to Deaf role models or Deaf peers in the community •Seeks continued growth in diversity or implicit bias training

Notes: See DPS' Support for the Whole Child goal http://wholechild.dpsk12.org/

*Respect: Including, but not limited to, signing in the presence of DHH students, encouraging the full independence of the students, not being obtrusive in the interaction, appropriate conversations, consideration of students' culture

Expectation	Establishment of a safe, inclusive and respectful learning environment.
Indicator 2.B:	Implements high, clear expectations for student behavior, including self-advocacy.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Sign Language Interpreter Behaviors	•Rarely explains the interpreter role(s) to students and models appropriate* student/interpreter interaction •Rarely collaborates with the IEP team to develop and encourage students' self-advocacy skills •Rarely supports student self-advocacy and problem solving skills in relation to hearing and technology needs •Rarely documents instances of students self-advocating or lack thereof •Rarely encourages self-advocacy for requesting interpreting services •Rarely responds to student behavior appropriately, is respectful of student dignity, and is sensitive to student needs and/or disabilities •Rarely educates students about pragmatics, cross-cultural mediation, social norms, and any state and federal laws regarding their rights as a D/deaf individual •Rarely maximizes instructional time by	•Inconsistently explains the interpreter role(s) to students and models appropriate* student/interpreter interaction •Inconsistently collaborates with the IEP team to develop and encourage students' self-advocacy skills •Inconsistently supports student self-advocacy and problem solving skills in relation to hearing and technology needs •Inconsistently documents instances of students self-advocating or lack thereof •Inconsistently encourages self-advocacy for requesting interpreting services •Inconsistently responds to student behavior appropriately, is respectful of student dignity, and is sensitive to student needs and/or disabilities •Inconsistently educates students about pragmatics, cross-cultural mediation, social norms, and any state and federal laws regarding their rights as a D/deaf individual	•Consistently explains the interpreter role(s) to students and models appropriate* student/interpreter interaction •Consistently collaborates with the IEP team to develop and encourage students' self-advocacy skills •Consistently supports student self-advocacy and problem solving skills in relation to hearing and technology needs •Consistently documents instances of students self-advocating or lack thereof •Consistently encourages self-advocacy for requesting interpreting services •Consistently responds to student behavior appropriately, is respectful of student dignity, and is sensitive to student needs and/or disabilities •Consistently educates students about pragmatics, cross-cultural mediation, social norms, and any state and federal laws regarding their rights as a D/deaf individual	*In addition to "Effective":* •Organizes self-advocacy presentations, access to D/deaf community members, and/or community resources

	establishing clear routines and handling of resources*	•Inconsistently maximizes instructional time by establishing clear routines and handling of resources*	•Consistently maximizes instructional time by establishing clear routines and handling of resources*	

*Appropriate: interactions that create healthy boundaries, fosters student independence and development, and reflect professionalism. These interactions avoid establishing friendships or parental roles. Interactions respect the students' rights to make developmentally appropriate mistakes.

Notes: see https://www.classroominterpreting.org/Interpreters/children/Fostering/boundaries.asp

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

Expectation	Plan, deliver and monitor services that facilitate learning.
Indicator 3.A.	Provides services* aligned with state and federal laws, Denver Public Schools (DPS) regulations and procedures to meet individual needs of Deaf and Hard of Hearing students.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Sign Language Interpreter Behaviors	•Rarely applies knowledge of the standards, regulations and laws that impact students with hearing loss in the educational setting •Rarely seeks out information regarding the student's hearing loss, IEP goals, communication plan, and any cognitive considerations •Rarely delivers services* that are individualized, goal-oriented, and appropriate based on the student's IEP •Rarely provides instructional support for DHH students •Rarely provides services using a variety of strategies to meet the needs of their students •Rarely meets required timelines for IEP documentation and communication •Rarely follows school and district policies/procedures	•Inconsistently applies knowledge of the standards, regulations and laws that impact students with hearing loss in the educational setting •Inconsistently seeks out information regarding the student's hearing loss, IEP goals, communication plan, and any cognitive considerations •Inconsistently delivers services* that are individualized, goal-oriented, and appropriate based on the student's IEP •Inconsistently provides instructional support for DHH students •Inconsistently provides services using a variety of strategies to meet the needs of their students •Inconsistently meets required timelines for IEP documentation and communication •Inconsistently follows school and district policies/procedures	•Consistently applies knowledge of the standards, regulations and laws that impact students with hearing loss in the educational setting •Consistently seeks out information regarding the student's hearing loss, IEP goals, communication plan, and any cognitive considerations •Consistently delivers services* that are individualized, goal-oriented, and appropriate based on the student's IEP •Consistently provides instructional support for DHH students •Consistently provides services using a variety of strategies to meet the needs of students •Consistently meets required timelines for IEP documentation and communication •Consistently follows school and district policies/procedures	*In addition to "Effective":* •Collaborates to develop and carry out a comprehensive educational plan that allows for cross-disciplinary carry-over of skills •Encourages new ideas and innovative thinking around DPS and DHH procedures

*Services may include interpreting, tutoring, documentation, and participation in IEP team decisions and meetings

Expectation	**Plan, deliver and monitor services that facilitate learning.**
Indicator 3.B.	**Monitors and adjusts services around mode of communication to ensure continuous progress toward achieving academic standards and individualized students' goals.**

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely recognizes and delivers differentiated modes of communication used by the DHH students while adjusting the interpretation/message based on the student's language abilities and challenges •Rarely fingerspells new vocabulary repetitively and at a speed understood by the student and pairs the spelling with an appropriate* sign •Rarely emphasizes and/or repeats new signs and/or English vocabulary •Rarely expands unfamiliar vocabulary to improve comprehension •Rarely uses cultural norms appropriate to the D/deaf and hearing communities when conversing or interpreting •Rarely documents progress of the student regarding interpreting services, language acquisition and gaps in background information	•Inconsistently recognizes and delivers differentiated modes of communication used by the DHH students while adjusting the interpretation/message based on the student's language abilities and challenges •Inconsistently fingerspells new vocabulary repetitively and at a speed understood by the student and pairs the spelling with an appropriate* sign •Inconsistently emphasizes and/or repeats new signs and/or English vocabulary •Inconsistently expands unfamiliar vocabulary to improve comprehension •Inconsistently uses cultural norms appropriate to the D/deaf and hearing communities when conversing or interpreting •Inconsistently documents progress of the student regarding interpreting services, language acquisition and gaps in background information	•Consistently recognizes and delivers differentiated modes of communication used by the DHH students while adjusting the interpretation/message based on the student's language abilities and challenges •Consistently fingerspells new vocabulary repetitively and at a speed understood by the student and pairs the spelling with an appropriate* sign •Consistently emphasizes and/or repeats new signs and/or English vocabulary •Consistently expands unfamiliar vocabulary to improve comprehension •Consistently uses cultural norms appropriate to the D/deaf and hearing communities when conversing or interpreting •Consistently documents progress of the student regarding interpreting services, language acquisition and gaps in background information	*In addition to "Effective":* •Encourages students' linguistic development through opportunities and activities outside of the classroom setting •Identifies and pursues challenging opportunities, beyond what is provided by DPS, to develop interpreting skills in order to match the student's mode of communication

*Appropriate: a current sign accepted by the greater D/deaf community and conceptually accurate

Expectation	Plan, deliver and monitor services that facilitate learning.
Indicator 3.C.	Maximizes planning opportunities.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely uses planning time effectively to prepare content for all assigned interpreting situations •Rarely requests lesson plans, materials for class and school-based activities in a timely manner •Rarely reviews new vocabulary for comprehension and conceptually accurate sign choice •Rarely updates substitute plans, Outlook calendar, and school-specific interpreting schedules	•Inconsistently uses planning time effectively to prepare content for all assigned interpreting situations •Inconsistently requests lesson plans, materials for class and school-based activities in a timely manner •Inconsistently reviews new vocabulary for comprehension and conceptually accurate sign choice •Inconsistently updates substitute plans, Outlook calendar, and school-specific interpreting schedules	•Consistently uses planning time effectively to prepare content for all assigned interpreting situations •Consistently requests lesson plans, materials for class and school-based activities in a timely manner •Consistently reviews new vocabulary for comprehension and conceptually accurate sign choice •Consistently updates substitute plans, Outlook calendar, and school-specific interpreting schedules	*In addition to "Effective":* •Works collaboratively with the team to collect resources to enhance student's learning

Expectation	Plan, deliver and monitor services that facilitate learning.
Indicator 3.D.	Provides tutoring services to support student outcomes.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely reports student successes or challenges to the general education and/or teacher of the deaf •Rarely works with teachers to plan and implement effective tutoring services •Rarely provides, or is willing to provide, tutoring support for students •Rarely asks for materials and clarification of information from the teacher •Rarely documents the results of tutoring services and communicates with appropriate teachers •Rarely reviews vocabulary with the student when appropriate* •Rarely reviews comprehension with the student when appropriate* •Rarely demonstrates knowledge of tutoring strategies/techniques	•Inconsistently reports student successes or challenges to the general education and/or teacher of the deaf •Inconsistently works with teachers to plan and implement effective tutoring services •Inconsistently provides, or is willing to provide, tutoring support for students •Inconsistently asks for materials and clarification of information from the teacher •Inconsistently documents the results of tutoring services and communicates with appropriate teachers •Inconsistently reviews vocabulary with the student when appropriate* •Inconsistently reviews comprehension with the student when appropriate* •Inconsistently demonstrates knowledge of tutoring strategies/techniques	•Consistently reports student successes or challenges to the general education teacher and/or teacher of the deaf •Consistently works with teachers to plan and implement effective tutoring services •Consistently provides, or is willing to provide, tutoring support for students •Consistently asks for materials and clarification of information from the teacher •Consistently documents the results of tutoring services and communicates with appropriate teachers •Consistently reviews vocabulary with the student when appropriate* •Consistently reviews comprehension with the student when appropriate* •Consistently demonstrates knowledge of tutoring strategies/techniques	*In addition to "Effective":* •Collaborates with teachers to develop study strategies for students to use independently •Collaborates with teachers to develop tutoring materials that offer alternative approaches to learning •Engages in professional development regarding educational strategies, learning tools, or other supports that may benefit the students and/or collaborating with teachers and SSPs regarding implementation

*Appropriate: Determined by IEP goals, educational team, student language use and acquisition, the teacher's lesson goals as well as time and schedule allows and/or student willingness and participation

Expectation	Reflect on practice.
Indicator 4.A.	Demonstrates self-awareness, reflects on practice with self and others, and acts on feedback.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely reflects on the effectiveness of interpreting services •Rarely open to receiving and incorporating feedback into practice •Rarely reflects on own biases/perceptions/ pedagogical practices and mitigates the impact on students •Rarely reflects on interpreter actions and how they impact the setting, interaction, and others' perception of D/deaf students* •Rarely reflects on actions and how they impact perception of the profession*	•Inconsistently reflects on the effectiveness of interpreting services •Inconsistently open to receiving and incorporating feedback into practice •Inconsistently reflects on own biases/perceptions/ pedagogical practices and mitigates the impact on students •Inconsistently reflects on interpreter actions and how they impact the setting, interaction, and others' perception of D/deaf students* •Inconsistently reflects on actions and how they impact perception of the profession*	•Consistently reflects on the effectiveness of interpreting services •Consistently open to receiving and incorporating feedback into practice •Consistently reflects on own biases/perceptions/ pedagogical practices and mitigates the impact on students •Consistently reflects on interpreter actions and how they impact the setting, interaction, and others' perception of D/deaf students* •Consistently reflects on actions and how they impact perception of the profession*	*In addition to "Effective":* •Models self-reflection for others, encouraging a culture of improvement •Actively solicits and incorporates feedback into practice

Notes: *RID Code of Professional Conduct Tenet 3: Conduct https://drive.google.com/file/d/0B-_HBAap35D1R1MwYk9hTUpuc3M/view

EIPA Guidelines for Professional Conduct
https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf

EIPA Rating Form including domains of skills and specific skills evaluated by the EIPA to be used for self-reflection
https://www.classroominterpreting.org/EIPA/performance/EIPARatingForm.pdf

Expectation	Reflect on practice.
Indicator 4.B.	Pursues opportunities for professional growth and contributes to a culture of inquiry.

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely attends professional development provided by DPS and implements the learning from these opportunities •Rarely identifies long and short term goals for professional development based on feedback and personal performance data •Rarely practices or develops soft skills for successful interpersonal communication	•Inconsistently attends professional development provided by DPS and implements the learning from these opportunities •Inconsistently identifies long and short term goals for professional development based on feedback and personal performance data •Inconsistently practices or develops soft skills for successful interpersonal communication	•Consistently attends professional development provided by DPS and implements the learning from these opportunities •Consistently identifies long and short term goals for professional development based on feedback and personal performance data •Consistently practices or develops soft skills for successful interpersonal communication	*In addition to "Effective":* •Participates in additional professional learning activities within the school or district •Identifies and pursues challenging opportunities, beyond what is provided by DPS, to develop one's own interpreting skills and abilities •Recognizes areas for personal and professional growth and seeks out professional development on topics such as implicit bias training, conflict resolution, leadership, soft skills, power, privilege, and oppression training, etc.

Expectation	Demonstrate collaboration, advocacy and leadership.
Indicator 5.A.	**Collaborates with colleagues (e.g. interpreting team, IEP team, school-based teams, etc.) to positively impact student outcomes.**

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely attends and actively participates in team meetings •Rarely shares relevant information with IEP team about student progress •Rarely engages when provided opportunities to contribute to school climate and culture •Rarely exercises flexibility within the team •Rarely demonstrates cooperative skills and effective communication with the team •Rarely collaborates with teachers regarding adaptations of materials, assignments, and/or learning environments to meet individualized goals and overcome linguistic obstacles** students experience	•Inconsistently attends and actively participates in team meetings •Inconsistently shares relevant information with IEP team about student progress •Inconsistently engages when provided opportunities to contribute to school climate and culture •Inconsistently exercises flexibility within the team •Inconsistently demonstrates cooperative skills and effective communication with the team •Inconsistently collaborates with teachers regarding adaptations of materials, assignments, and/or learning environments to meet individualized goals and overcome linguistic obstacles** students experience	•Consistently attends and actively participates in team meetings •Consistently shares relevant information with IEP team about student progress •Consistently engages when provided opportunities to contribute to school climate and culture •Consistently exercises flexibility within the team •Consistently demonstrates cooperative skills and effective communication with the team •Consistently collaborates with teachers regarding adaptations of materials, assignments, and/or learning environments to meet individualized goals and overcome linguistic obstacles** students experience	*In addition to "Effective":* •Builds team capacity* and drives team effectiveness •Takes a role in shared leadership •Creates and actively seeks opportunities that contribute to a positive school climate and culture

*Capacity: abilities, skills and expertise; resources necessary to achieve the vision

**Linguistic obstacles: Musically based assignments, rhyming, podcast assignments, etc.

Expectation	**Demonstrate collaboration, advocacy and leadership.**
Indicator 5.B.	**Builds capacity* among colleagues and demonstrates service to students, school, district and the profession.**

Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Educational Interpreter Behaviors	•Rarely has a growth mindset** •Rarely supports colleagues in the overall workload to ensure equity •Rarely willing and able to service all school sites and/or students to ensure equity •Rarely engages educational team in learning opportunities regarding considerations related to deafness •Rarely takes ownership of team successes and struggles •Rarely works in collaboration with the school team to design, implement, and/or improve upon systems to affect school change •Rarely 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. •Rarely acts professionally, expresses disagreement tactfully and exemplifies DPS	•Inconsistently has a growth mindset** •Inconsistently supports colleagues in the overall workload to ensure equity •Inconsistently willing and able to service all school sites and/or students to ensure equity •Inconsistently engages educational team in learning opportunities regarding considerations related to deafness •Inconsistently takes ownership of team successes and struggles •Inconsistently works in collaboration with the school team to design, implement, and/or improve upon systems to affect school change •Inconsistently 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. •Inconsistently acts professionally, expresses disagreement tactfully and	•Consistently has a growth mindset** •Consistently supports colleagues in the overall workload to ensure equity •Consistently willing and able to service all school sites and/or students to ensure equity •Consistently engages educational team in learning opportunities regarding considerations related to deafness •Consistently takes ownership of team successes and struggles •Consistently works in collaboration with the school team to design, implement, and/or improve upon systems to affect school change •Consistently 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. •Consistently acts professionally, expresses disagreement tactfully and	*In addition to "Effective":* •Models effective implementation of team, school, or district initiatives •Actively encourages other interpreters shared leadership •Supports colleagues in attaining professional goals •Seeks opportunities to build a school culture reflective of the DPS Shared Core Values •Actively mentors an interpreting intern

	Shared Core Values when engaging colleagues.	exemplifies DPS Shared Core Values when engaging colleagues.	exemplifies DPS Shared Core Values when engaging colleagues.	

*Capacity: abilities, skills and expertise; resources necessary to achieve the vision

**Growth mindset: "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work- brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment" (Dweck, 2015)

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