

Student _____

Mentor _____

Practicum Mentor Evaluation
NTID ASL-English Interpretation Program

Effective Interpretation

Students have been guided to share and discuss goals related to their interpreting skills as outlined on the Practicum Supervision Worksheet. Rate the student's progress toward achieving those goals as well as give a rating of their overall level of effective interpretation based on working as an entry-level interpreter. If you are unsure how to assess, expand on your response "providing supporting statements" for instructors' review.

Interpreting Skill Standard	Evidence
1. Progress toward goals for ASL-English Rate the student's progress toward their goals toward effective interpretation from ASL-English as an entry-level interpreter.	Notes Supporting rating: <div style="text-align: center;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div> <div style="text-align: center;"> <input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester </div>
2. Progress toward goals for English-ASL Rate the student's progress toward their goals toward effective interpretation from English-ASL as an entry-level interpreter.	Notes Supporting rating: <div style="text-align: center;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div> <div style="text-align: center;"> <input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester </div>
3. Progress toward effective ASL-English skills Rate the student's overall level of ASL to English interpretation as an entry level interpreter.	Notes Supporting rating: <div style="text-align: center;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div> <div style="text-align: center;"> <input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester </div>
4. Progress toward effective English-ASL skills Rate the student's overall level of English to ASL interpretation as an entry-level interpreter.	Notes Supporting rating: <div style="text-align: center;"> <input type="checkbox"/> Met <input type="checkbox"/> Not Met </div> <div style="text-align: center;"> <input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester </div>

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Professional Dispositions

This rubric addresses students' competencies in the **Human Relations** and **Professionalism** domains. Please assess whether your mentee meets each disposition standard. Your rating should be based on direct observation supplemented by discussions during your weekly meetings. If the student does not meet any of the standards, use this rubric to discuss with the student their professional development plan to improve. You will reassess your mentee at the end of the semester along these same standards.

Disposition Standard	Evidence
<p>1. Professionalism</p> <p>The practicum student demonstrates professionalism by: attending all field experiences; arriving prior to assignments and departing appropriately; preparing effectively to observe and/or interpret; dressing according to the site climate, culture, and expectations; and maintaining a positive, courteous, and respectful attitude towards all parties involved.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>2. Time Management</p> <p>The practicum student manages time efficiently to ensure punctuality. The student submits paperwork in a timely manner, responds promptly to communications from others, and allocates sufficient time to prepare for observations and interpreting assignments.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>3. Initiative</p> <p>The practicum student takes proactive steps and demonstrates a willingness to seek out information needed for interpreting assignments without being prompted.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>4. Self-Regulation</p> <p>The practicum student manages their emotions, behaviors, and impulses effectively, maintaining control and composure in various situations.</p> <p>The student demonstrates self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>

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Disposition Standard	Evidence
<p>5. Responsibility</p> <p>The practicum student is accountable for their actions and decisions. The student consistently demonstrates reliability by fulfilling obligations and commitments, meeting deadlines, and completing tasks.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>6. Problem-Solving</p> <p>The practicum student analyzes situations, identifies obstacles, and develops effective solutions to overcome challenges and achieve goals.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>7. Active Listening</p> <p>The practicum student pays close attention to others' perspectives, non-verbal cues, and feedback to understand their needs and concerns.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>8. Adaptability</p> <p>The practicum student is flexible and open to change, able to adjust to various communication styles and new situations, environments, and challenges with ease.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>9. Communication</p> <p>The practicum student expresses ideas clearly and effectively, both verbally and in writing, to ensure messages are understood by others.</p> <p>The student effectively engages and interacts with others, fostering clear, respectful, and productive communication.</p> <p>The student selects the appropriate vehicle (phone call, text message, email, or in-person communication) for each message.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>

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Disposition Standard	Evidence
<p>10. Cultural Competence</p> <p>The student demonstrates respect for cultural differences among individuals.</p> <p>The student demonstrates respect for ASL, regional sign language dialects, English, and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>11. Integrity</p> <p>The student demonstrates professional integrity by maintaining confidentiality, avoiding conflicts of interest, and adhering to the Code of Professional Conduct.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>12. Self-Care</p> <p>The practicum student prioritizes their physical, emotional, and mental well-being through adopting healthy habits, applying low-risk biomechanical behaviors, managing stress effectively, and maintaining work-life balance. The student assertively communicates their needs to their mentor and consumers.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>13. Curiosity</p> <p>The practicum student has a strong desire to learn and explore new ideas, concepts, and experiences. The student is open and curious about a wide range of topics in order to expand their world knowledge with the goal of generating clear, accurate, and reliable interpretations.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>14. Growth Mindset</p> <p>The practicum student recognizes personal strengths, weaknesses, and areas for growth and actively seeks feedback and self-improvement opportunities. The student accepts and applies feedback from the mentor and consumers.</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>

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Ethical Framework

Students have been guided to discuss and analyze values-based ethical decision making in interpreting assignments (student's own interpreting work or an observation) by considering the RID's Code of Profession Conduct and using demand control schema. Please rate the student's demonstration of understanding and provide supporting statements or examples.

Ethical Framework Standard	Evidence
<p>1. Applying relevant ethical content</p> <p>Ability to apply and discuss relevant ethical content applicable to the interpreting field (e.g., CPC, Standard Practice Papers, Research, best practices in the field, applicable laws and policies).</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>
<p>2. Reflective Practitioner</p> <p>Ability to apply reflective practice and discuss ethical decision making using a values-based ethical framework (e.g., demand control schema).</p>	<p>Notes Supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p><input type="checkbox"/> Did Not Observe; I will endeavor to create opportunities to observe later this semester</p>