



Assessment Rubric For Full-Performance Benchmark Competency*
Leading Interpreters: Training and Coaching

The submission product demonstrates the certification requirements if it communicates that, through application of *specific training and coaching methods*, the submitter:

--has provided opportunities that enable other interpreters to help visitors make intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted.

Descriptors:

- Training and coaching methods and techniques are used effectively
- Uses coaching contacts to reinforce interpretive training concepts where appropriate
- Indicates sensitivity to developmental levels and situational needs of the interpreters they coach
- Demonstrates the ability to provide constructive, substantive, specific feedback for interpretive growth/improvement of others
- Indicates an ability to use evaluative feedback and self-assessment to gauge effectiveness of training and coaching methods
- Uses the principles and concepts of the Interpretive Curriculum as foundational material for training and coaching contacts
- Effectively communicates to others through training, coaching and modeling, an understanding how to facilitate interpretive opportunities

The submission product approaches the certification requirements if it communicates that, through application of *specific training and coaching methods*, the submitter:

--has not provided clear opportunities that enable other interpreters to help visitors make intellectual and emotional connections with the meanings and significance in the resource(s) being interpreted.

Descriptors:

- training and coaching methods and techniques are used inappropriately or ineffectively
- Does not use coaching contacts to reinforce interpretive training concepts
- Indicates lack of sensitivity to developmental levels and situational needs of the interpreters they coach
- Does not demonstrate the ability to provide constructive, substantive, specific feedback for interpretive growth/improvement of others
- Does not indicate an ability to use evaluative feedback and self-assessment to gauge effectiveness of training and coaching methods
- Does not use the principles and concepts of the Interpretive Curriculum as foundational material for training and coaching contacts
- Ineffectively communicates to others through training, coaching and modeling, an understanding how to facilitate interpretive opportunities