



Ohio School for the Deaf

Mentee Handbook

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MENTEE HANDBOOK

ISLR'S PHILOSOPHY ON MENTORING

Every interpreter possesses both areas of strength and areas needing improvement. Mentoring is a wonderful way to provide opportunities for growth for mentors and mentees involved. By providing mentoring services to interpreters in the state of Ohio, ISLR can increase the skill level of those professional interpreters working in our state and improve the level of interpreting service for students accessing these services.

WHO IS ELIGIBLE TO PARTICIPATE IN AN ISLR MENTORSHIP PROGRAM?

Mentorship services are available to all interpreters in the state of Ohio. Priority for selection will be based on, but not limited, to the following:

Interpreters that:

- Are currently working in the educational setting (pre-K-12)
- Hold a valid Educational Interpreting License from the state of Ohio
- Are recent graduates of an Ohio Department of Education approved Interpreter Training Program AND are seeking employment in the K-12 setting.

Although ISLR is located on the campus of Ohio School for the Deaf (Columbus, Ohio), interpreters anywhere in the state of Ohio are eligible to receive mentoring services. The goal of ISLR is to tailor the mentorship to meet the needs of the individual involved.

Therefore, we offer several different options for conducting a mentorship:

- In person
- Via distance technology
 - Email
 - Fax
 - Video conference
 - US Post
 - Phone conferences

Interpreters may be interested in developing a mentoring relationship for a variety of reasons. Examples of types of mentoring available:

- Interpreting skill development (voice to sign and sign to voice)
- ASL skill development
- English skill development
- Interpreting process mentoring
- Professional or ethical issues

Each member of the ISLR staff has their own areas of expertise; mentees will be paired with mentors that have expertise in the skill areas they want to develop. Mentoring with more than one mentor during a single session (team mentoring) may also be an option. We will do

our best to accommodate applicant requests, but cannot guarantee that they will be placed with their first choice of mentor.

WHO IS A GOOD CANDIDATE FOR MENTORING?

Anyone who wants to learn and grow! Ohio is a very diverse state, and ISLR welcomes diversity to its mentoring program. Mentoring can benefit interpreters of any:

- Age
- Educational background
- Culture
- Years of interpreting experience
- Professional training
- Location around the state - both rural and urban settings

DURATION OF MENTORSHIP PROGRAM

Because ISLR provides services to the entire state of Ohio, there may be many individuals interested in mentorships at any given time. To ensure that all interested candidates have an opportunity for mentoring, all mentorships will have a set start and end date.

- ISLR will run three mentorship program sessions:

<u>DATES</u>	<u>APPLICATION DUE</u>
○ September - December	August
○ January - April	December
○ May - August	April
- Exact start and end dates to be determined by mentor and mentee.
- The duration of the mentorships will vary, but they will generally last for a minimum of 10, but no more than 12 weeks.
- A mentee may sign up for total of two mentorship sessions. These sessions may or may not occur back-to-back. A second mentorship is dependant on several things:
 - Individuals who have not been part of the mentorship program will have priority over those who already have.
 - If mentees are interested in a second mentorship, they must submit a new videotape of their current skill level and a brief letter stating why they want to do a second mentorship.

BECOMING A MENTEE

Anyone expressing interest in receiving mentoring services must complete an application form. This is due FOUR WEEKS before the beginning of the mentorship session.

- APPLICATION – There will be an application form that interested candidates will need to complete. It will include things like interpreting training experience/degrees, current employment, years of interpreting, RID certification and license(s) held.

A videotape of their work is recommended, but not required. It is, however, suggested that the interpreter submit a sample of their work if their goals are skill based. This does not have to be submitted with the application form nor does it have to be prepared before the interview. If, however, an interpreter does want to submit a videotaped sample of their work, it is suggested that they follow the criteria below.

- CRITERIA. (Also see the “Taping Guidelines” document.) This should a sample that authentically represents current skill level. This tape is in no way a “test”; it is an informal assessment tool the mentee and mentor will use to talk about the mentee’s work. No one else (outside of ISLR) will see this sample and it will not be duplicated. It is important to have ready samples of their work in order to be able to focus on the skills that they want to develop during the mentorship. The sample submitted must:
 - Be representative of their current work situation. If they interpret at the high school level, they should not submit a sample of interpreting for a kindergarten class.
 - Be UNREHEARSED!!! The mentee SHOULD NOT PRACTICE THIS TAPE BEFORE FILMING THEMSELF! A live sample is optimal, but if that is not possible, applicants may interpret from taped source material. The interpreter can prepare as they normally would for the assignment (i.e. pre-conference with the instructor, read text before hand, review outline given by the teacher), but may not practice interpreting that specific text before taping.
 - Contain examples of interpreting that they believe demonstrates areas needing improvement. For example, if they choose to work on improving fingerspelling, the tape must contain several examples of fingerspelled words.
 - Be a quality recording. The tape should be comfortable to watch and have clear visual and audio recording.

SELECTING THE MENTEES

Once ISLR has received applications for that quarter, applicants will be called in for an interview. This interview is prior to the selection of mentees for that session and is a required part of the application process. This will occur 2-3 weeks before the mentoring quarter begins.

- INTERVIEW OF APPLICANTS (this occurs 2-3 weeks before the beginning of the mentoring quarter) – This is the second part of the application process and occurs before final selection of candidates. It is an opportunity for the candidate to more fully discuss their goals and expectations. During this meeting, both parties involved will look at the tape, if one was submitted in the application. This will not be an in depth discussion of their work, but rather a brief viewing and discussion of skill level. This part of the meeting will be guided by a list of entrance interview questions and will attempt to elicit some personal information from the mentee –why they want to be mentored, what they expect from a mentorship, what they see their role is in the mentoring process. It is preferred that this meeting occurs in person (ISLR staff may be able to meet off campus), but it may also be conducted via distance technology.

Once the applications have been submitted, ISLR will have two weeks to review the applications and select the mentees for that session. ISLR will match the mentees with mentors based on the mentee's goals and the mentors background and areas of expertise. If there are more applicants than slots available, applicants who fulfill multiple requirements for the program, show commitment and time for mentoring and show dedication to skill development will take priority. Considerations will also be made for those applicants who have time constraints and are only available for mentoring for that particular quarter.

ISLR will notify applicants as to whether or not they have been selected 1-2 weeks before the mentorship session begins. The applicants who have been chosen as mentees for that quarter will be informed of their mentor and asked to schedule their first meeting date with their mentor to begin the program. Applicants will be mailed a folder containing information and forms for the program. It is the responsibility of the mentee to hold on to this folder as it will be used throughout the program.

WHAT DOES IT MEAN TO BE A MENTEE? A MENTOR?

Entering into a mentorship requires a commitment from both the mentor and mentee. In order to ensure that both parties understand what is required of them, the mentor and mentee will be required to sign a mentorship agreement. This agreement will outline the roles and responsibilities of each person and their obligations to each other. Mentoring services are offered free of charge to Ohio educational interpreter, so this agreement in no way involves the exchange of any money or requires fees of any kind – it is a written document that outlines mentee and mentor roles and commitments.

WHAT HAPPENS ON THE FIRST DAY OF THE MENTORSHIP?

The first day is one that partially includes "housekeeping" issues. The meeting will begin an entrance interview; this will include a discussion of the both the mentor and mentee's roles; mentorship agreements will be signed. The team will then come up with a 10-12 week schedule for meetings. Once that is complete, the mentee will be asked to talk about their goals and together they may (or may not) re-watch the videotape submitted in the application. Mentee and mentor will talk about the interpreter's work in relation to the goals they want to achieve and, if time permits, begin to develop activities to help achieve those goals

WHAT IS A MENTEE REQUIRED TO DO DURING THE MENTORSHIP?

Along with the entrance and exit interviews, the mentee will be required to write:

- **KEEP APPOINTMENTS.** It's important to remember that the mentors are getting paid for their work. Any appointments that you do not show up for may be billed to ISLR. In addition, just like you, Mentors value their meeting time with you and ask that you keep to agreed appointments.

- FEEDBACK FORM. You will be asked to complete a MIDPOINT FEEDBACK form. This form can be found in the information packet you received in the mail welcoming you to the program.

WHAT HAPPENS AT THE END OF THE MENTORSHIP?

At the end of the mentorship, the mentee will need to complete a:

- FINAL FEEDBACK FORM: This form can be completed anonymously. This form is also in your packet. Please complete this at the end of your mentorship and mail it directly to the address on the bottom of the form. Your feedback from this form will help us to make improvements to the program for future mentees.

TERMINATION OF MENTORSHIP

The mentorship will be terminated:

- Upon completion of the 10-12 week program
- Once signed, if the mentee violated the "Interpreter Agreement" form (see WHAT HAPPENS ON THE FIRST DAY OF THE MENTORSHIP?)
- If there has been no activity in the mentorship for more than 30 days.
- More than three "no shows" (see Mentorship Agreement)

CAN I RECEIVE RID CEUs or PDCHs FOR MENTORING ACTIVITIES?

Mentees can develop an Independent Study for RID credits. ISLR staff can help you develop your Independent Study plan. An RID Sponsor (OCRID is an RID sponsor) must approve the Independent Study before any credit can be given for activities, so if you are interested in this option please let ISLR know before beginning the mentorship!

Your Local Professional Development Committee (LPDC) has the authority to decide whether to approve mentoring as an equivalent activity for PDCHs (Professional Development Contact Hours) for an educational interpreter license. Each LPDC determines their own rules and procedures, so check with them to see if they need approval prior to beginning their mentorship. After you obtain the necessary forms from your LPDC, ISLR staff will be glad to help you write goals to submit to request credit.