

Indiana Educational Interpreter Mentoring Program

A PROGRAM ESTABLISHED TO SUPPORT THE SKILL DEVELOPMENT OF EDUCATIONAL
INTERPRETERS IN INDIANA

2016-2017 Mentee Handbook
Effective October 2016

Mission Statement

The Promoting Achievement for Students with Sensory Loss (PASS) Project, which is funded annually by the Indiana Department of Education, has established the Indiana Educational Interpreter Mentoring Program. This program was established due to the need for qualified educational interpreters for deaf and hard of hearing students throughout the state. Many educational interpreters are working in isolated settings and are in need of additional resources to improve skills and become certified educational interpreters. All mentees will be provided with a mentor. The goal of the Indiana Educational Interpreter Mentoring Program is to guide and assist in the development of educational interpreting skills. All mentees will have the opportunity to set professional goals and develop skills in order to meet the requirements set forth by the state of Indiana.

Overview of the Program

The Indiana Educational Interpreter Mentoring Program was established to increase the number of educational interpreters in the state qualified (as defined in code 511 IAC 18-1-1) to work with deaf/hard of hearing students. Within the program, an interpreting mentor is assigned to a mentee(s) to provide support, encouragement, and direct feedback on their interpreting skills. In addition, a Deaf Language Mentor is assigned, as needed, to assist with language acquisition and learning about Deaf culture. The program will provide all of the necessary equipment and resource materials needed to support the individualized course of study for each mentee.

Duration of the Mentorship

The Indiana Educational Interpreter Mentoring Program will take place from November 2016 through September 2017. Mentees will continue the program until they have passed the EIPA Written and Performance tests (based on program funding).

Fulfillment of program expectations and adequate progress are required on an ongoing basis for mentees to continue to participate in the program.

The mentoring program will begin accepting applications for a new cohort on August 1, 2016. The deadline for applications will be October 31, 2016. Although application deadlines are set, there is an open enrollment policy for mentees. Mentee applications submitted after the deadline will be accepted and reviewed as space becomes available.

Who is Eligible to Participate in the Mentoring Program?

Applicants must be working in an Indiana school system (P-12) with priority given to those currently employed as educational interpreters. The Indiana Educational Interpreters Mentoring Program is intended for professionals who are not currently certified by the state of Indiana (as defined in code 511 IAC 18-1-1).

Program Application Requirements

Each applicant must complete, in full, the Indiana Educational Interpreter Mentoring Program application packet.

The EIPA Performance Test is a pre-requisite for the program and must be completed prior to acceptance. Each applicant must submit a copy of the EIPA Performance Test results within their application packet. Applicants who obtain a score of 2.8 or higher will be considered for the program.

Potential applicants who have not taken the EIPA Performance Test should contact the local test administrator in Indiana to register. Contact information can be found on the Classroom Interpreting website – <http://www.classroominterpreting.org/EIPA/performance/statecontacts.asp>. The applicant will be responsible for paying all costs associated with their initial EIPA Performance Test.

Requirements for Mentees Accepted into the Program

Mentees will assist in the development of an individualized course of study with their interpreting mentor. The course of study consists of up to 28 hours of mentoring targeting specific skills. The course of study will include:

- A mentoring schedule,
- Weekly assignments with due dates,
- Monthly group mentoring sessions via distance learning,
- Yearly group mentoring sessions via face-to-face instruction in the Indianapolis area,
- Anticipated EIPA Written Test date, and
- Anticipated EIPA Performance Test date.

Mentees must:

- Attend all scheduled mentoring sessions. If rescheduling is necessary, notify your mentor within 24 hours prior to the session.
- Actively participate in all scheduled mentoring sessions. Active participation includes being on time, being prepared, having specific areas of need identified to discuss, and having assignments completed. During sessions, mentees should be free from distractions.
- Complete assignments detailed in the individualized course of study by due date. Have the capacity to invest a minimum of four (4) hours a week on assignments. Be prepared to invest approximately 100+ hours each year on assignments in addition to time spent with your mentor. Assignments should include a minimum of six videos with written self-assessments.
- Complete the activity report for each assignment detailed in the individualized course of study and submit monthly to your mentor(s).
- Communicate regularly with the mentor about goals, needs, and feelings. Appropriate methods of contact include face-to-face meetings, telephone, email, and/or video conferencing.
- Review each month's expectation report with your mentor. The report is intended to provide a summary of each mentee's level of commitment to the program. The information within the report will be submitted to Pass Project Staff for review. If mentees are not fulfilling the expectations of the mentoring program, this report will provide documentation if termination is necessary.
- Periodically review your individualized course of study with your interpreting mentor to determine if adjustments or changes need to be made.
- Attend all monthly group mentoring sessions via distance learning.
- Attend all annual group mentoring sessions via face-to-face instruction.

EIPA Written Test

Immediately upon acceptance into the program, mentees must sign up to take the EIPA Written Test. The test date must be prior to March 3, 2017. A copy of the EIPA Written test results must be submitted to the PASS Project by April 7, 2017. The applicant will be responsible for paying all costs associated with the EIPA Written Test. If you do not receive a score of 75% (passing) on the EIPA Written Test, you must retake the written test by August 25, 2017. Upon successful completion of the EIPA Written Test, the PASS Project will provide reimbursement for the costs associated with the assessment and the administration fees (based on program funding). The Coaching Report and Certificate must be received in order for reimbursement to be issued.

Additional information regarding the EIPA Written Test and scheduling information can be found at <http://www.classroominterpreting.org/EIPA/standards/index.asp>.

EIPA Performance Test

A passing score for the EIPA Performance Test is a 3.5. Those admitted into the program have not met this requirement and must retake the performance test during the grant cycle. Two deadlines are set. Mentees can choose to take the test prior to March 3, 2017 or prior to prior to October 3, 2017 (if deemed appropriate). Mentees must agree to sign an EIPA Release of Information Form which will give permission for the results to be shared with the PASS Project at ISU. The form must be completed at the test site. Upon successful completion of the EIPA Performance Test, the PASS Project will provide reimbursement for the costs associated with the assessment and the administration fees (based on program funding). The Evaluation Report, along with original receipts, must be received in order for reimbursement to be issued.

Additional information regarding the EIPA Performance Test can be found at <http://www.classroominterpreting.org/EIPA/performance/index.asp>.

Confidentiality

Mentees must:

- Understand and agree that assignments, videos, and/or assessment data may be viewed by a team of mentors to assist in specific establishment of goals and skills.
- Keep strictly confidential all assessment data and assignment-related materials and information.
- Keep strictly confidential all mentee/mentor conversations.

Ground Rules for Mentoring Sessions

1. Be respectful to the presenters and other mentees in your group, if applicable.
2. Speak or sign when appropriate.
 - a. Please note that because all participants, mentors and mentees, are fluent in ASL, interpreters are not hired for these sessions. If you are working with Deaf Language Mentors, then participants must sign so that everyone has access to the conversation. This includes the time spent in the session and during breaks. Please be mindful of this important rule.

- b. When working with the Interpreting Mentors, please speak or sign when appropriate. If a discussion is taking place and the mentors are speaking, please do so. However, if you are signing as part of an activity, please sign.
3. Please no side conversations. Wait until you have been acknowledged to share. Side conversations can be distracting to others around you and all individuals can miss pertinent information.
4. Please no cell phone usage (texting, facebook, email, calls, etc.) during the session.
5. Actively participate in the session by volunteering and offering your opinions.

Technology Skill Requirements

Familiarity with technology is essential to your success in a distance mentoring program. Required abilities include:

- Sending and receiving emails with attachments.
- Navigating and using a web browser, including browsing/finding information.
- Uploading, downloading, saving and viewing files, including documents and video files.
- Downloading and installing required programs and/or plug-ins (small applications that help you read or view certain files).
- Participating in synchronous learning environments (e.g. Blackboard Collaborate, Oovoo, FaceTime, Skype, etc.).

Equipment and Material Policy

Access to a personal computer with internet capabilities is required. Video cameras/tripods, webcams, and materials from the program's educational interpreter resource library are available for loan. Mentees must return all equipment and materials to their interpreting mentor upon exiting the program (either due to completion or termination). If items are not returned within one month of exiting, mentees will be responsible for all equipment and material costs.

Grievance Procedure

A constructive mentoring environment accommodates discourse between mentors and mentees and the PASS Project staff. The program encourages mentees and mentors to bring forward concerns about mentee/mentor related issues in a constructive and orderly way. This policy has been adopted to achieve those ends.

If a mentee has an issue with their mentor, they should first attempt to resolve the problem directly with their mentor. If a resolution is not found, mentees should contact Robin Thoma, PASS Project Coordinator, at Robin.Thoma@indstate.edu for further assistance.

Termination of Mentorship

The mentorship will be terminated for any of the following reasons:

- Upon completion of mentorship,
- Inactive participation for more than 30 days,
- Three or more violations as documented on monthly expectation reports,
- Violation of Indiana Educational Interpreter Mentoring Program Mentee Agreement.

Additional Training Opportunities

Although not a requirement of the Indiana Educational Interpreters Mentoring Program, attendance at the Summer Institute for Educational Interpreters is highly recommended. During the summer of 2017, an intensive skill training will be offered. Mentees are strongly encouraged to attend this training in addition to the mentoring program requirements. Additional information will be provided to both mentors and mentees prior to this training opportunity.

Qualities of an Effective Mentee

To be an effective mentee you must commit to the following:

- Be eager to learn.
 - Demonstrate a desire to learn new skills and to develop existing ones. A mentee's desire for improvement must be stronger than their fear of change.
 - Look for information on your own and make professional connections in order to expand your support system.
 - Seek additional training opportunities when possible. If the mentee has been required to participate in a mentoring process and does not have a desire to learn new skills, there is not much a mentor can do other than offer them the opportunity for growth.
- Be team-oriented.
 - Contribute to the mentoring relationship by cooperating and communicating with the mentor, initiating and participating in discussion, seeking information, working to resolve differences, suggesting a plan for achieving goals and accepting feedback from others.
 - Reveal your needs, express your satisfaction with the process and constantly evaluate your own participation in the mentorship.
 - Participate actively in the design, direction, and execution of the mentorship.
- Be patient.
 - Continue to work in spite of frustrations that are bound to occur during the process.
 - Maintain realistic expectations. The learning process can happen in sudden leaps or much more slowly than anticipated.
 - Adjust your expectations for the time the mentor has available.
- Be willing to take risks.
 - Be open to taking chances and trying new things. It takes courage to move into the unknown, and the mentee has to have the determination to work through the changes.
 - Try to find an answer yourself. While a mentee may want the mentor to just "give them" the knowledge or skills they need, the process of growth will relate specifically to the mentee's own dedication and willingness to stretch and meet new challenges.
 - Understand that you will need to let go of some of your old ways of seeing your skills and yourself.
- Have a positive attitude.
 - Assume things will work out for the best, that the work you put into the process will yield rewards and that each new discovery is a step toward your successful future as an interpreter.
 - Trust the process even if you are not sure where it is leading you.
 - Assume the mentor is working in the best interest of your learning process.

- Know you have the right to manage your own learning and maintain focus on your goals.
- Be committed.
 - Demonstrate commitment to the field of interpreting and strive to improve and build upon your skills and knowledge. Patience and commitment to the process will help sustain you through times of frustration and fear.
 - Be willing to do the work – inside as well as outside of scheduled meetings.
 - Follow through on activities and maintain stated timelines for completion of the work.
 - Keep appointments with the mentor and other people involved in your education plan.

*Information adapted from the Mentor's Companion: A Practical Guide to Mentoring
by Patty Gordon & Mari Magler. A publication by RID dated 2007.*

The Promoting Achievement for Students with Sensory Loss Project wishes to extend its gratitude to the West Virginia Educational Interpreter Mentoring Project for permission to adapt their Educational Interpreter Mentoring Program materials.