



**Towards Effective Practices in Mentoring of
ASL-English Interpreters**

**National Consortium of Interpreter Education Centers (NCIEC)
Mentoring Work Group
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Introduction

It has been said that a tree planted in an old forest will grow stronger than a tree planted in an open field. This is because the roots of a tree are able to follow the pathways formed by other trees and therefore, embed themselves more deeply. These pathways can even allow roots of several trees to connect, resulting in an interdependent weave that makes the forest stronger overall. This aspect of nature is like the mentoring process—humans also thrive best when they can grow in the presence of those who have gone before.

There have always been mentors—but our ability to name them is relatively recent. Psychologists discovered them only a generation ago; educators and the business world were not far behind. Since then, mentors and mentoring have become a common reference in discourse centering on career and professional development. This is certainly true in the field of ASL-English interpreting and interpreter education—mentoring has evolved into the most common approach to inducting new practitioners into the fields and orienting experienced practitioners into areas of specialization.

Over the years, the objective of the mentoring relationship has evolved into practices rooted in adult learning. As a result, the mentor is an individual skilled in the ability to facilitate a learning relationship—rather than just transfer knowledge. As well, the mentee is an active participant in the mentoring process—planning how and what they will learn. There is substantial literature about the ensuing relationship and how it unfolds and is managed, including the *Master Mentor Curriculum* available online through http://www.asl.neu.edu/TIEM.online/mm_curriculum.html.

What is lacking in the current literature from the field of interpreting is evidence of what constitutes effective mentoring in terms of yielding improved performance of interpreting practitioners. As a result, the focus of this document is to identify the promising, best, and effective practices for establishing and implementing mentoring programs, so that empirical results can be determined. With the proliferation of mentoring efforts in recent years, defining a system in which the benefit of mentoring can be evaluated and documented is of central importance.

Definitions

Standard Practice: common practice. RID states that standard practice papers articulate the consensus of the membership in outlining standard practices and positions on various interpreting roles and issues.

Best Practice: research-verified or based on prior research literature or followed by exemplary institutions. It is also defined as a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Effective Practice: Only practice verified by research as yielding target outcomes (more than 1-2 studies).

Process

In preparing this document, a literature review was conducted—a summary of which is provided at the end of the document. The review included articles from the *RID Journal*, RID convention proceedings, *RID Views*, CIT convention proceedings, the *Project TIEM Master Mentor Program* curriculum, textbooks relating to the field of interpreting and interpreter education, and the *Standard Practices* papers published by the RID. Of particular interest was the reporting of mentoring projects funded in part or whole by the RID during the past 6-8 years, as well as the results of national surveys collected from mentors and mentees. Reports can be found at http://www.nciec.org/projects/mentor_epresearch.html.

Findings

Approach 1: Elements of the following ten standards of best/promising practice emerged throughout the literature and can serve as a guide for developing a quality mentoring program. Though many mentoring efforts do not begin with all ten best/promising practices fully in place, these standards correlate with those programs that achieve positive results for American Sign Language-English interpreters.

1. A statement of purpose and long-range plan that includes:

- who, what, where, why and how activities will be performed
- input from various stakeholders
- assessment of community need
- realistic, attainable, and easy-to-understand plan of operations
- goals, objectives, and timelines for all aspects of the plan
- funding and resource development plan

2. A recruitment plan for both mentors and participants that includes:

- a portrayal of accurate expectations and benefits
- on-going marketing and public relations
- targeted outreach based on participants' needs
- a basis in the program's statement of purpose and long-range plan

3. An orientation for mentors and participants that includes:

- program overview
- description of eligibility, screening process, and suitability requirements
- level of commitment expected (time, energy, flexibility)
- expectations and restrictions (accountability)
- benefits and rewards participants can expect

- a separate focus for potential mentors and participants
- a summary of program policies, including:
 - written reports
 - taped work exchanges
 - equipment requirements
 - frequency of contact
 - evaluation
 - reimbursement

4. Eligibility screening for mentors and participants that includes:

- an application process and review
- an interview
- reference checks for mentors, which may include character references and background checks
- suitability criteria that relate to the program statement of purpose and needs of the target population, which may include:
 - personality profile
 - skills identification
 - prior teaching and/or mentoring experience
 - gender, age, language and cultural/diversity requirements
 - level of education
 - successful completion of training and orientation

5. A readiness and training curriculum for all mentors and participants that includes:

- qualified faculty or trainers implementing the curriculum
- orientation to the program and resource network, including information and referral, and other support services
- models of skills development and assessment (discourse analysis, self-assessment, etc.)
- models of decision-making (demand-control schema, etc.)
- cultural/heritage sensitivity and appreciation training
- guidelines for participants on how to get the most out of the mentoring relationship
- do's and don'ts of relationship management
- role descriptions
- confidentiality and liability information
- crisis management/problem solving resources
- communication skills development
- ongoing sessions as necessary

6. A matching strategy that includes:

- a link with the program's statement of purpose
- a commitment to consistency

- a grounding in the program's eligibility criteria
- a rationale for the selection of this particular matching strategy from the wide range of available models
- appropriate criteria for matches, including some or all of the following: gender, age, language requirements, availability, needs, interests, preferences of volunteer and participant, life experience, temperament
- a signed statement of understanding that both parties agree to the conditions of the match and the mentoring relationship

7. A monitoring process that includes:

- consistent, scheduled meetings between mentors and participants
- a tracking system for ongoing assessment
- written records
- input from community partners and other stakeholders
- a process for managing grievances, praise, re-matching, interpersonal problem solving, and early relationship closure

8. A support, recognition, and retention component that includes:

- a formal kick-off event
- ongoing peer support groups for mentors and participants
- ongoing training and development as issues emerge
- relevant issue discussion and information dissemination
- networking with appropriate organizations

9. Closure steps that include:

- exit interviews to debrief the mentoring relationship
- clearly stated policy for future contacts
- assistance for participants in defining next steps for achieving personal goals

10. An evaluation process based on:

- Measurement of effectiveness
 - What difference did it make to the Mentee, their goals, consumers of interpreting services, the field, and the funding source?
- Strategy for ongoing evaluation of the program and application of lessons learned.
- Consideration of the information needs of the program's stakeholders.
- Sharing of program information and lessons learned with program stakeholders and the broader mentoring/professional community.

Approach 2: Based on a review of the existing literature, the following domains and associated best practices were identified from the field.

- Domain 1: Program Design and Planning
- Domain 2: Program Management
- Domain 3: Program Operations
- Domain 4: Program Evaluation

Domain 1: Program Design and Planning

1.1 Best Practice: Design the parameters for the program:

- Define the population that the program will serve;
- Identify the types of individuals who will be recruited as mentors;
- Determine the type of mentoring that the program will offer (one-to-one, group, team, peer or e-mentoring, distance, blended);
- Structure the mentoring program - as a stand-alone program or as part of an existing organization;
- Define the nature of the mentoring sessions (such as skills or knowledge based, leadership development, induction);
- Determine what the program will accomplish and what outcomes will result for the participants, including mentors, mentees and sponsoring organizations;
- Determine when the mentoring will take place;
- Determine how often mentors and mentees will meet and how long the mentoring matches should last;
- Decide where mentoring matches primarily will meet (workplace, school, community setting or virtual community);
- Decide who are program stakeholders and how to promote the program;
- Decide how to evaluate program success; and
- Establish case management protocol to assure that the program has regular contact with both mentors and mentees concerning their relationship.

1.2 Best Practice: Develop a Financial Plan:

- Develop a program budget;
- Determine the amount of funding needed to start and sustain the program
- Identify and secure a diversified funding stream needed to start and sustain the program;
- Determine the amount of time each funding source can be expected to provide resources;
- Establish internal controls and auditing requirements; and
- Establish a system for managing program finances.

1.2 Best Practice: Implement a structured program:

- Recruit program participants, such as, mentors, mentees and other volunteers;
- Screen potential mentors and mentees;
- Orient and train mentors, mentees and parents/caregivers;
- Match mentors and mentees;

- Bring mentors and mentees together for mentoring sessions that fall within program parameters;
- Provide ongoing support, supervision and monitoring of mentoring relationships; and
- Help mentors and mentees reach successful closure.

1.4 Best Practice: Plan how to evaluate the program:

- Decide on the evaluation design;
- Determine what data will be collected, how it will be collected and the sources of data;
- Determine the effectiveness of the program process;
- Determine the outcomes for mentors and mentees; and
- Reflect on and disseminate findings.

Domain 2: Program Management

2.1 Best Practice: Ensure the program is well-managed:

- Form a management team:
 - Define the teams roles and responsibilities;
 - Recruit people with diverse backgrounds to serve on the team; and
 - Facilitate the team meetings to improve programming and management.
- Form an advisory group:
 - Define the advisory group roles and responsibilities;
 - Recruit people with diverse backgrounds to serve on the group; and
 - Facilitate the advisory group meetings to improve programming and management.

2.2 Best Practice: Develop a comprehensive system for managing program information:

- Manage program finances;
- Maintain personnel records;
 - Track program activity, such as, volunteer hours and matches;
 - Document mentor/mentee matches;
- Manage risk; and
- Document program evaluation efforts.

2.3 Best Practice: Design a resource development plan that allows for diversified fundraising:

- Seek in-kind contributions;
- Hold special events;
- Solicit individual donors;

- Seek corporate donations;
- Apply for funding; and
- Establish fee structure to be paid by mentees.

2.4 Best Practice: Design a system to monitor the program:

- Review policies, procedures and operations on a regular basis;
- Collect program information from mentors, mentees and other participants; and
- Continually assess customer service.

2.5 Develop a marketing plan;

- Gather feedback from all constituents;
- Develop partnerships and collaborations with other organizations; and
- Recognize mentors, mentees, other program participants, funders and organizations that sponsor mentoring programs.

Domain 3: Program Operations:

3.1 Best Practice: Ensure strong, everyday operations:

3.1.1 Recruit mentors, mentees and other volunteers:

3.1.1.1 Define eligibility for participants, including mentors, mentees and parents/caregivers;

3.1.1.2 Market the program; and

3.1.1.3 Conduct awareness and information sessions for potential mentors.

3.1.2 Screen potential mentors and mentees:

3.1.2.1 Require written applications;

3.1.2.2 Conduct reference checks, such as, employment record, character reference and criminal record checks;

3.1.2.3 Conduct interviews; and

3.1.2.4 Hold orientations.

3.2 Best Practice: Orient and train mentors and mentees

3.2.1 Provide an overview of the program;

3.2.2 Clarify roles, responsibilities and expectations;

3.2.3 Provide theoretical foundation and other tools for interaction, and

3.2.4 Discuss how to handle a variety of situations.

3.3 Best Practice: Match mentors and mentees

3.3.1 Use established criteria;

3.3.2 Arrange an introduction between mentors and mentees; and

3.3.3 Ensure mentors, mentees and parents/caregivers understand and agree to the terms and conditions of program participation.

3.4 Best Practice: Bring mentors and mentees together for mentoring sessions that fall within the program parameters:

- 3.4.1 Provide safe locations and circumstances; and
- 3.4.2 Provide resources and materials for activities.

3.5 Best Practice: Provide ongoing support, supervision and monitoring of mentoring relationships

- 3.5.1 Offer continuing training opportunities for program participants;
- 3.5.2 Communicate regularly with participants and offer support;
- 3.5.3 Help mentors and mentees define next steps for achieving mentee goals;
- 3.5.4 Bring mentors together to share ideas and support.

3.6 Establish a process to manage grievances, resolve issues and offer positive feedback;

- 3.6.1 Assist mentors and mentees whose relationship is not working out; and
- 3.6.2 Assure that appropriate documentation is done on a regular basis.
- 3.6.3 Actively solicit feedback from mentors and mentees regarding their experiences; and
- 3.6.4 Use information to refine program and retain mentors.
- 3.6.5 Help mentors and mentees reach closure:
 - Conduct private, confidential interviews with mentors and mentees; and
 - Ensure mentors and mentees understand program policy regarding their meeting outside the program.

Domain 4: Program Evaluation

4.1 Best Practice: Develop a plan to measure program process

- 4.1.1 Select indicators of program implementation viability and fidelity, such as, training hours, meeting frequency and relationship duration; and
- 4.1.2 Develop a system for collecting and managing specified data.

4.2 Best Practice: Develop a plan to measure expected outcomes

- 4.2.1 Specify expected outcomes;
- 4.2.2 Select appropriate instruments to measure outcomes, such as, questionnaires, surveys and interviews; and
- 4.2.3 Select and implement an evaluation design.

4.3 Best Practice: Create a process to reflect on and disseminate evaluation findings

- 4.3.1 Refine the program design and operations based on the findings; and
- 4.3.2 Develop and deliver reports to program constituents, funders and other stakeholders

Barriers

Funding, sustainability, lack of clarity regarding what is part of pre-service (Resnick article) and what is part of induction, etc.

Recommendations

Possibility of a repository of mentoring practices that conform to the following criteria:

- Innovation—the practice is inventive or original.
- Replicability—the practice can be implemented in a variety of learning environments.
- Potential impact—the practice would advance the field if many adopted it.
- Supporting documentation—the practice is supported with evidence of effectiveness.
- Scope—the practice explains its relationship with other quality elements.

Literature Review:

Barber-Gonzales, D., Preston, C., & Sanderson, G. (1986). Taking care of interpreters at California State University Northridge National Center on Deafness. In M. McIntire (Ed.), *Proceedings of the 9th National Convention of the Registry of Interpreters for the Deaf*. Alexandria, VA: RID Publications (pp. 154-159).

A mentorship program used at CSUN is described. It has the purpose of initiating interpreters into the practice of interpreting at a post-secondary level. The premise is that interpreters need time and opportunity to grow both in terms of skills and professionalism. CSUN offers an array of mentoring and evaluation services, each of which is summarized—all towards the goal of promoting a highly qualified and collegial workforce.

Clark, T. (1994). Mentorship: A True Course in Collaboration—The RITC Region IX Mentorship Program. In E. Winston (Ed.), *Proceedings of the Tenth National Convention of the Conference of Interpreter Trainers*. Charlotte, NC: CIT Publications (pp.129-144).

Informal mentorship has laid the foundation for the professional growth of interpreters since the field's inception. The RITC Region IX Mentorship Program has attempted to refine mentorship to serve the large number of newly entering interpreters who do not have mentors. This paper provides a theoretical and philosophical base of this fast-growing program, along with the practical aspects of the mentorship. The training of mentors and the mentorship format, along with materials used to support mentors, and the computer-based tracking system are also defined. The program involves both Deaf language mentors and interpreter mentors.

Dean, R. & Pollard, R. (2005). Consumers and Service Effectiveness in Interpreting Work: A Practice Profession Approach. In Marschark, M., Peterson, R., and Winston, E. (Eds.), *Sign Language Interpreting and Interpreter Education*. NYC, NY: Oxford University Press (pp.259-282).

This paper promotes the importance of interpreting research. It provides the theoretical foundation for viewing interpreting as a practice profession and the use of Demand-Control (D-C) schema in promoting effective interpreting practice, evidenced by empirical study. There is preliminary data suggesting that Observation-Supervision has a positive impact on interpreter trainees, guided by observation forms and semi-structured supervision sessions led by mentors well-versed in the application of the D-C schema.

Dean, R. & Pollard, R. (2004). Observation-Supervision in Mental Health Interpreter Training. In L. Swabey (Ed.), *Proceedings of the 14th National Convention of the Conference of Interpreter Trainers*. St. Paul, MN: CIT Publications (pp. 55-76).

A project was conducted with mental health interpreters in four cities across the United States utilizing observation-supervision methodology. The observation-supervision training methodology proposes better outcomes in setting-specific training by allowing interpreters to observe the dynamics and nuances of work settings, without the constraining presence of deaf consumers or working interpreters, in a structured manner followed by expert interpreter supervision. The term ‘supervision’ in this context does not refer to oversight, but rather discussions between practicing professionals aimed at furthering the effectiveness of one of the professional’s work.

Earwood, C. (1983). Providing for Comprehensive Practicum Supervision. In M. McIntire (Ed.), *Proceedings of the Fourth National Conference of Interpreter Trainers Convention*. Asilomar Conference Center: CIT Publications (pp. 251-279).

In supporting interpreter education students during their field experience, the mentoring/supervising personnel have a very important role. This article details the roles and responsibilities of both the mentor/supervisor of the field experience, as well as the role and responsibilities of the student. The role of mentor and supervisor are used interchangeably to refer to the individual who have oversight for the practicum experience, including direct-observation and feedback at least twice a week, and completion of other procedural activities required by the policies of the college where the interpreter education program is housed. A variety of resources are defined which support the program—including a Critique Manual to be followed by the mentors/supervisors in providing feedback to students.

Eighinger, L. (2001). Keeping PACE: Performance Assessment for Career Enhancement. In C. Nettles (Ed.), *Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf*. Alexandria, VA: RID Publications (pp. 37-50).

The author offers the rationale for establishing professional development programming based on careful planning and evaluation, and guided by qualified mentors. Such an approach will result in true cost effectiveness and the actual benefits (such as employee retention and enhanced work performance) that should

come from the investment of time and money. Such programs should be structured with clearly defined goals and system of evaluation, versus the common practice of interpreters seizing every opportunity within grasp. The system described by the author would result in support from three different types of mentors: a deaf language mentor, an interpreter mentor, and a professional mentor. Each mentor should be one who has completed training and has sufficient experience.

Frishberg, N. (1994). Entry Level to the Profession: Response Paper #4- Internship, Practicum, Fieldwork and Mentoring. In E. Winston (Ed.), *Proceedings of the Tenth National Convention of the Conference of Interpreter Trainers*. Charlotte, NC: CIT Publications (pp.71-74).

This paper expands on an aspect of the gap between formal education and 'readiness to work' by summarizing writings on mentoring, as well as some of the pre-service instantiations of the same general idea, and offers questions about how mentoring might fit into interpreter education and program standards.

Gunter, D. & Hull, D. (1995). Mentorship Essentials. In Swartz, D. (Ed.), *Proceedings of the Fourteenth National Convention of the Registry of Interpreters for the Deaf*. Alexandria, VA: RID Publications (pp. 111-115).

A professional mentoring program was developed and implemented by Sign Shares—an interpreting business in Houston, Texas. The program places interpreters with minimal experience with more seasoned professionals on real-life interpreting assignments. The goal of the program is to increase the quantity and quality of professionally trained interpreters available for community work. The program provides opportunities for one-on-one mentoring with immediate and situation-specific feedback.

Hearn, D. & Moore, J. (2006). The Mentor Training Project: Concurrent Learning via Technology. In E. Maroney (Ed.), *Proceedings of the 16th National Convention of the Conference of Interpreter Trainers* (pp.149-166).

A pilot Mentor Training Project (MTP) was conducted using distance education technology to improve the quality of mentoring provided by professional interpreters to interpreting interns in a college based interpreter education program. Mentors in the project were working interpreters with varying years of experience in interpreting and mentoring. The MTP included exploration and discussion of adult learning theories, general mentoring, and information specific to signed language interpreting. Mentors had the opportunity to interact online with second-year interpreting students and to practice giving them feedback on their work.

Johnson, L. & Winston, B. (1998). You Can't Teach Interpreting At a Distance (And Other Myths of a Fading Century). In J. Alvarez (Ed.), *Proceedings of the Twelfth*

National Convention of the Conference of Interpreter Trainers. Salt Lake City, UT: CIT Publications (pp. 109-136).

A distance delivered program for interpreters working in a K-12 setting is delineated, with attention given to the design of the curriculum, interpreting competencies, and technologies involved in delivery. The curriculum is organized into knowledge based courses and skill development courses. The skill development coursework is offered both onsite and via distance technologies. Mentors are the primary staff in the implementation of the skills coursework and engage students in translation and interpreting activities, videotaping of performance, self-assessment and mentor review, modeling and feedback.

Johnson, L. & Witter-Merithew, A. (2004). Interpreting Skills Acquired at a Distance: Results of a Data-Driven Study. In D. Watson (Ed.), *Journal of Interpretation*. Alexandria, VA: RID Publications (pp. 95-119).

The results of a 2-year mentorship program for improving skills performance of interpreters working in the K-12 setting are reported. Students of the program were administered the EIPA as both a pre and post assessment tool. The results indicate that as a result of one year deaf language mentorship and one year interpreting mentorship, students of the Educational Interpreter Certificate Program increased their performance on the EIPA by approximately one full scale.

Maroney, E., Freeburg, J. & Gish, S. (1998). Effective In-Service for Rural and Remote Educational Interpreters. In J. Alvarez (Ed.), *Proceedings of the Twelfth National Convention of the Conference of Interpreter Trainers*. Salt Lake City, UT: CIT Publications (pp. 109-136).

A Summer Interpreter Education Program (SIEP) was developed and implemented at Western Oregon University to address the professional development needs of interpreters working in K-12 settings in rural and remote locations. The program has three objectives—one of which is to prepare lead interpreters to become interpreter resource specialists and mentors. These participants are trained to offer individualized evaluation, training and support to staff interpreters in their respective school districts throughout the school year. Training for this group includes theoretical models of interpreting, tasks associated with interpreting, philosophy and methodology associated with various interpretation assessment/evaluation strategies, and materials, activities and curricula that can be used for providing training and evaluation.

Napier, J. (2006). The New Kid on the Block: Mentoring Sign Language Interpreters in Australia. In Watson, D. (Ed.), *Journal of Interpretation*. Alexandria, VA: RID Publications (pp. 25-46).

A critique of literature on mentoring and sign language interpreting is provided, and the author proposes six key phases of mentoring for sign language

interpreters. The six phases are: 1) developing a mentoring plan, 2) preparing for interpreting assignments, 3) joint interpreting assignments, 4) supervised interpreting assignments, 5) analysis of recorded interpreting material, and 6) developing a portfolio. The paper also discusses why a mentoring system has not yet been successfully established in Australia, and gives some recommendations for implementing mentoring for Auslan interpreters, with acknowledgement of potential barriers.

Nishimura, J., Bridges, B., & Owen-Beckford, J. (1995). Mentoring and Evaluation Sampler. In Swartz, D. (Ed.), *Proceedings of the Fourteenth National Convention of the Registry of Interpreters for the Deaf*. Alexandria, VA: RID Publications (pp. 164-176).

A large interpreter coordination agency, Sign Language Associates (SLA), which employs a significant number of part and full time interpreters for a wide range of settings, reports on an innovative mentorship program. Due to the gap in job readiness of newly entering practitioners, SLA determined the need to establish a mentorship program. This paper details the structure and implementation of the program—which is now international scope. The paper defines mentorship as a learning relationship between an interpreter and a more experienced interpreter that focuses on defined professional development goals.

Project TIEM. Online (2004). *Master Mentor Curriculum*. Available: <http://www.asl.neu.edu/tiem.online/mastermentor.html>

A sequence of four courses that comprise a curriculum designed to prepare individuals to serve as interpreting mentors and leaders within their communities. The document provides information on the principles followed in designing and developing the Master Mentor Program at Northeastern University, as well as detailed information on the program itself. It is designed to help others understand the philosophy underlying the approach and to offer the curriculum through their own institutions.

Resnick, S. (1990). The Skill Gap: Is Mentoring the Answer? In Swabey, L. (Ed.), *Proceedings of the 8th National Convention of the Conference of Interpreter Trainers*. Pomona, CA: CIT Publications (pp. 131-140).

In order to determine if mentoring is the answer to closing the skill gap, two basic questions must be answered. What is the nature of the gap and what is the best way to address it? The author discusses conceptualizations of mentoring and defines other formats—such as extended practica, apprenticeships, internships and individualized tutoring/remediation. Each format is discussed and its limits explored, followed by some recommendations about how mentoring and each of these other formats might be included a part of the comprehensive design of interpreter education programs.

Shaffer, L. & Watson, W. (2004). Peer Mentoring: What is THAT? In L. Swabey (Ed.), *Proceedings of the 14th National Convention of the Conference of Interpreter Trainers*. St. Paul, MN: CIT Publications (pp. 77-92).

A program template designed to support a peer mentoring program, and outlining the seven guiding principles of the program is detailed. The Peer Mentoring Model (PMM) was designed in an effort to address the diverse needs of interpreters—geographically, ethnically/culturally, and progress towards credentialing. The goal is to support individual skill and career development, as well as to create a community of learning that could be utilized for continued professional evolution. The guiding principles are: 1) permission, 2) accountability, 3) listening, 4) authenticity, 5) ‘walk the walk’, 6) shared context and 7) separation of self from the work.

Wiesman, L. & Forestal, E. (2006). Effective Practices for Establishing Mentoring Programs. In E. Maroney (Ed.), *Proceedings of the 16th National Convention of the Conference of Interpreter Trainers* (pp.193-208).

The authors discuss various options for developing mentoring projects. Specific emphasis is on effective practices for providing individual program training to participants, ideal organizational structure of training, participants and presentation curriculum. The authors define mentorship as an interdependent, collaborative relationship formed with the intention of professional development for one or more participants. The discussion focuses on the philosophical framework for the design of mentoring programs, which is based on social-constructivist theory, as well as mentor program evaluation considerations.

Winston, E. (2006). Effective Practices in Mentoring: Closing the Gap and Easing the Transition. In E. Maroney (Ed.), *Proceedings of the 16th National Convention of the Conference of Interpreter Trainers* (pp.183-192).

The National Consortium of Interpreter Education Programs mentoring work group is conducting several inter-related mentoring activities that 1) identify current and/or potentially promising practices; 2) evaluate them for effectiveness in mentoring; and 3) implement them appropriately across the United States. The sources for collecting information about current or promising practices are discussed—with particular attention given to the RID’s Standard Practice Paper, NCIEC Mentor and Mentee surveys, and NCIEC Focus Groups. One national focus group was convened and continues its work online, discussing existing practices, identifying practices that appear effective, and some emerging definitions of what mentoring is and is not.

Witter-Merithew, A., Taylor, M. & Johnson, L. (2001). Guided Self-Assessment and Professional Development Planning: A Model Applied to Interpreters in Educational Settings. In C. Nettles (Ed.), *Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf*. Alexandria, VA: RID Publications (pp. 153-226).

An academic course of study for educational interpreters involving two-years of mentorship—one year with a deaf language mentor and one year with an interpreting mentor—is detailed. The mentoring process engages students in performance self-assessment and reflection, with additional feedback and modeling provided by the mentor. The process involves both in-person interactions for creating a shared foundation, followed by distance delivered exchanges of work supported by online discussion. Mentors are trained and supervised by instructional managers who provide support to mentors in improving their performance, resulting in a complete cycle of support.

Witter-Merithew, A., Johnson, L., Bonni, B., Naiman, R., and Taylor, M. (2002). Deaf Language Mentors: A Model of Mentorship via Distance Delivery. In L. Swabey (Ed.), *Proceedings of the 14th National Convention of the Conference of Interpreter Trainers*. St. Paul, MN: CIT Publications (pp. 33-52).

This paper details a year-long language mentorship program implemented by deaf individuals working with interpreters in the K-12 setting. The program is part of an academic course of study and involves a combination of an intensive three-week onsite instruction to establish a common foundation, followed by a year long exchange of language samples supported by online discussions. Mentors are trained and participate in a structured forum of support and sharing. Empirical evidence shows that this program contributes to an increase in performance of one full scale on the EIPA.

Zachary, L. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco, CA: Jossey-Bass.

The mentor's key tasks and processes for enhancing learning are described in detail. The theoretical foundation is based on Daloz's learner-centered focus, and by focusing on the learner and the learning connection, and the learning process, defines the very core of mentoring. It is a text that presents an array of practical options, steps, and strategies for action and reflection and is useful in a variety of settings to help facilitate the mentee's learning.

RID Views Literature Review:

Clark, T. (1993). Views from a Mentee. *RID Views*. Vol. 16 (10):9.

Gordon, P. (2005). The Play's the Thing: a Dramatic Approach to Mentoring (Part III). *RID Views*. Vol. 22 (11). 24-25.

Hayes, L. (1993). Mentoring: Formalizing a Unique Part of RID History. *RID Views*. Vol. 16 (10). 1f.

- Huber, M. (1993). Birth of a Mentor at the National Center on Deafness. *RID Views*. Vol. 16 (10):6.
- Hull, D. (1993). Sign Shares Internship Pilot Project is a Shining Success. *RID Views*. Vol. 16 (10). 1f.
- Johnson, M. (1993). Mentoring: From the Mentee's Perspective. *RID Views*. Vol. 16 (10): 6.
- Julander, J. (2001). Utah's Mentoring Program. *RID Views*. Vol. 18 (1): 36.
- Nishimura, J. (1993). Addressing Professional Development and Staff: Sign Language Associates' Mentorship Program. *RID Views*. Vol. 16 (10): 11.
- Preston, C. (1993). Mentorship at the National Center on Deafness. *RID Views*. Vol. 16 (10): 6.
- Senter, E. (1993). Mentoring: Next to Ideal. *RID Views*. Vol. 16 (10): 3f.
- Willig, P. (1993). How to determine your mentorship needs. *RID Views*. Vol. 16 (10): 13.

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Mid-America Regional Interpreter Education Center at University of Arkansas at Little Rock

National Interpreter Education Center at Northeastern University

Regional Interpreter Education Center at Northeastern University

Western Region Interpreter Education Center at Western Oregon University

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