The National Consortium
of Interpreter Education Centers

RID/NCIEC Mentoring Program

Post-Participation Survey Analysis

January 2009

Executive Summary

This report summarizes and provides insight into mentoring programs funded by the Registry of Interpreters for the Deaf (RID)/National Consortium of Interpreter Education Centers (NCIEC) joint mentoring support program. Under the program, five interpreter mentoring programs were awarded $5,000 each to support either traditional or peer mentoring. As a condition of funding, the grantees agreed to complete three sets of surveys: a program survey, mentor surveys, and mentee surveys. Each was designed by the NCIEC Effective Practices Team to assist mentoring programs in examining program outcomes and quality, and to obtain structured information about the nature of the mentoring experience.

Findings from the report include:

- Survey responses were received from 5 programs, 16 mentors and 26 mentees.

- The Mentoring programs were primarily sponsored by regional RID chapters, sometimes in collaboration with other institutions.

- RID/NCIEC funding ranged from 11% to 100% of the total funds devoted to the mentoring program. The amount of leverage achieved by RID/NCIEC was directly related to the overall program level of effort and the extent to which the program was highly structured. Programs with more overall funding had more structure and more associated professional development.

- All focused on certification preparation in one form or another. Most also had a specific skill set that was a focus of the program, e.g. ethical decision making or medical interpreting skills.

- In general, programs facilitated frequent communication between mentors and mentees, but did not include highly specified structures for how mentors and mentees interacted.

- Most programs provided training to the mentors, but this was often the same skills training that the mentees received, rather than training about mentoring.

- The highest mentee outcomes reported by both mentors and mentees related to mentee confidence. Mentees also reported specific skill acquisition and vocabulary development but confidence and professionalism were mentioned repeatedly in open ended questions as well as on more structured responses.

- There were no statistically significant differences in reported increases in skills or confidence between the programs. This was true when comparing all programs individually, and when grouping programs according to program features. Because there are relatively few respondents, it is not surprising to find a lack of statistical significance in the differences.

- Most programs lacked structured measurement, but more highly funded programs produced artifacts (e.g. video, translations) that could be used to demonstrate changes in proficiency.

- Peer mentors reported similar growth to mentees in other programs.

- Although a more multi-dimensional measure of interpreter confidence would likely capture more specific areas of growth achieved by the mentoring programs, and use of common pre-post exercises to determine proficiency in the areas of focus for the programs would provide more detailed outcomes, we find the level of measurement effort for this evaluation project to be commensurate with the level of funding provided to the grantees.

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RID/NCIEC Mentoring Survey Analysis

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The report seeks to provide answers to the following questions:

- What are the basic components of the funded programs?
- How do the mentoring programs differ from one another? What common and divergent elements comprise the programs?
- Did programs that relied exclusively on RID/NCIEC funding differ in substantial ways from those that were multi-funded?
- What differences, if any, did the various program approaches have on the experience of mentoring or being mentored?
- What self-reported outcomes did mentors and mentees identify from the experience?
- Did these outcomes differ by program or program type?
- What lessons can be learned from the mentors and mentees about future mentoring programs?

Programs

The Mentoring programs were primarily sponsored by regional RID chapters, sometimes in collaboration with other institutions. For example, one RID chapter collaborated with a local mentorship program and another collaborated with a hospital, while another RID chapter ran their own, independent peer mentoring program. Table 1: Mentoring Programs identifies funding levels, number of mentors/mentees, and the length of each program. Program Two is notable in two respects: for having the highest level of non-RID/NCIEC funding for their effort, and for having the lowest number of mentors. Additionally, where most projects ran for 9-10 months, the Program Five's peer mentoring project ran for only 3 months.

Table 1: Mentoring Programs

Program	Total Funding	RID/NCIEC Funding	# Mentors	# Mentees	Duration (Months)
Program One		5,000	14	14	10
Program Two	45,120	5,000	2	10	10
Program Three	18,300	5,000	10	10	9
Program Four	5,000	5,000	5 (Peer)	7	12
Program Five	12,181	5,000	12 (Peer)		3

While each program focused on certification preparation, either as an explicit goal or as part of addressing the gap between interpreter education programs and certification, their specific focus differed. Program One, for example, focused on ethical decision making, where Program Two was focused on mentoring medical interpreters. Both the Programs Three and Four focused on language development, while Program Five focused on interpreting theory and mentoring practices. Table 2: Program Goals summarizes information about program goals for each grantee.

Table 2: Program Goals

	Cert. Prep	Addressing the gap between IEP's and certification	Specialized interpreting skill dev	ASL language dev/ enhancement	Other, please specify	If specialized interpreting skill development, please describe:
Program One		X		X	"Work on... guided ethical decision making."	-To increase the skills of novice interpreters in San Diego County. -Increase the skills of interpreters from minority populations by recruiting at least 2 mentees from minority populations into the mentorship project. -Increase the skills of Deaf inter
Program Two	X		X			To expand/improve pool of medical interpreters
Program Three				X		
Program Four	X			X		
Program Five	X	X	X			Effective mentoring dialogue strategies, application of various models/tools for interpreting self-assessment (i.e.: Gish: Goal to Detail, Dean and Pollard Demand and Control Schema, Zander's "Giving an A" practice.

Mentor Identification and Recruitment

The mentoring programs primarily identified potential mentors from experienced certified interpreters who had teaching experience. Only Program One had worked with the same mentors previously as those participating in this project. The peer mentoring programs, by definition, were identifying and selecting from a different pool of interpreters, choosing those who sought to jointly raise their level of professionalism and skill through the project. Identification strategies included announcements at local meetings and publications, posting to online interpreting groups, and active identification and recruitment from grantee networks. Several programs actively recruited deaf or hard-of-hearing interpreters, mentors with native or near native ASL skills, and mentors from diverse backgrounds and experience.

Programs selected mentors with the highest levels of certification and experience available within their pool of potential mentors, and also stated explicit preference for mentors who had prior teaching experience, good communication skills, empathy and respect. Mentors had to be working as interpreters at the time of selection. Some programs set specific years of experience (typically 5 or more) that mentors had to have in professional, paid interpreting in order to participate.

Training Focus for Mentors

Projects included both mentor training regarding the specific mentoring protocols with mentee training. For example, Program One reported the following training:

- Initial Orientation to Program One Mentorship materials and resources binder (Cindy Farnham)

- 10 hour Robyn Dean "Demand-Control Schema" workshop on ethical decision making, collaborated with Program One Professional Development Committee (PDC)

- 10-hour Alison Kale workshop on preparing for the NIC interview, collaborated with Program One Professional Development Committee (PDC)

- 3-hour Classifier and Hand shape workshop with Deaf language mentor, Dan Hoffman for mentees

- 3-hour mini-workshop on the 10-step process (Witter-Merithew via DOIT center) on discourse analysis for mentors.

For Program One, however, this training was not mandatory. Other programs that had mentor training required it. Mentor training reported by the other non-peer mentoring programs focused on the aspects of the mentoring program and how to work with the specific protocols for the mentoring process. Peer mentoring programs trained on the peer mentoring process or specific dialogue protocol.

Program Components

Each program established specific expectations for the mentoring process. Table 3: Program Components summarized the key mentoring expectations of each project. Where Program Five followed the peer dialogue model, each of the other programs included a structured assessment used by mentors and mentees, used weekly to monthly throughout the project.

Common program activities in support of the mentoring process included joint mentor/mentee orientation and information sessions, periodic training and skills workshops for mentors and mentees, meetings for participants at regularly scheduled conferences or community meetings, and specific times scheduled to check in, in person, with mentor and mentees.

Table 3: Program Components

Program	Question 24: If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 25: If yes, please describe:	Question 26: Expected frequency:	Question 26: Actual frequency:
Program One	To meet regularly, review mentee's interpreting work together, establish goals for improvement areas to prepare for certification, discuss ethical situations, and establish supportive rapport and guidance into the profession.	Yes	Varied approaches used to the discretion of mentors. All used some dialogue and skill assessment with varied tools offered by our consultant, Cindy Farnham. Mentees brought EIPA results/feedback for identifying goal-setting during mentor/mentee work. Some mentors used dialogue for identifying ethical issues in situations faced by novice interpreters, as well as mentee-centered dialogue to elicit professional growth need areas. Mentors trained in the 10-step process used skills learned to build mentee interpreting skills.	2 times per month, averaging 4 hours per month	varied- some more, some less (see paper survey)
Program Two	Work within spontaneous interpreting situations in the hospital; provide observation, hands-on experience & feedback.	Yes	one mentor used feedback forms based on Vigotsky & D/C Schema	at least weekly often more frequently	same

Program	Question 24: If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 25: If yes, please describe:	Question 26: Expected frequency:	Question 26: Question 26: Actual frequency:
Program Three	Mentors were given a framework for their work with their mentees based on the curriculum in the DVD, "Mentor to Mentor: Tips and techniques for Deaf Mentors Working with Interpreters with Albert Walla," copyright 2002. Examples of mentoring sessions from this curriculum were incorporated into the mentor training. In addition, mentors were provided with written documentation from this curriculum.	Yes	Following our curriculum, feedback was shared through modeling and discussing how a native user conveys concepts in ASL. Mentees also provided an initial ASL sample which mentors reviewed as part of their preparation for work with their mentees.	(see paper survey)	(see paper survey)
Program Four	Mentors and mentees were to use Marty Taylor's book Interpretation Skills: English to ASL to identify target areas for improvement. Once the skill was targeted for enhancement, the mentor would assist the mentee, using open ended questions, in identifying behaviors that led to the error of interpretation. Mentors and mentees were also expected to devise a skills enhancement activity (S.E.A.) plan on an as needed basis.	Yes	Mentors and mentees were expected to fill out a monthly journal and log providing detail information on each mentor session. The journals asked specific and open ended questions regarding the rapport between mentor and mentee, punctuality, comfort level, and reflection on new information gained from session. The logs were a way for mentees to track how many hours were devoted to the program.	Once per month	The frequency varied… (see paper survey)

Program	Question 24: If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 25: If yes, please describe:	Question 26: Expected frequency:	Question 26: Actual frequency:
Program Five	- Attendance at 6 workshops and 2 group practice sessions -Meet in pairs for a minimum of 3 hrs/week -Practice Peer Mentoring dialogue model -Discuss assigned readings -Application/Practice with assessment tools presented during workshops	No	[Answered NO and added:] The relationship between peers was established by those peers. They were able to determine what they would discuss but were required to follow the Dialogue Model. Participants were encouraged to practice various tools provided during workshops, assigned readings, and journals to process their learning.	min. 3 hrs/wk, plus workshops throughout program	avg. 5 hrs/wk, plus 6 workshops & 2 practice sessions

Grantees report both personal and institutional outcomes associated with the funding, reported in Table 4: Self-Reported Program Outcomes. In some cases, programs have secured funding and made adjustments in their program for an additional year. Others report ongoing "pay-it-forward" initiatives intended to extend the outcomes achieved by their peer mentors to others.

Table 4: Self-Reported Program Outcomes

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
Program One	1) Continued mentoring activities, and continued collaboration and co-sponsorship with: - local chapter PDC workshops, - local ITP instructors and graduating classes, and - local Deaf and interpreting agencies' internship programs 2) A fourth (10-month) mentoring cycle during 2008-2009	-Increased professionalism by novices on ethical situations -Recruitment of Deaf mentors -Recruitment of 3 Mentors of color, Recruitment of 4 novice/mentees of color -Mentee participants' improved skills on varied aspects of the interpreting process.	Participant self-reports, mentor reports on progress, some participants; performance on EIPA and/or NIC testing.	Mentorship logs, videotaped performances; pre and during the mentorship cycle. Results and improvement performances on EIPA and RID testing results.
Program Two	-Confidence in this setting -Specific skills needed in this setting (Knowledge, vocab, procedures, etc.)	an increase pool of qualified (or soon to be qualified) interpreter for the medical setting	*statistical and anecdotal (based on real life interpreting work in setting) supported by post assessment	mentee/student assessments

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Program Three	We have secured the funding necessary to continue and expand our ASL Mentoring Program in FY 09! Based on feedback from the pilot program, we are increasing the number of contact hours from 8 to 10 hours, revising written materials to be Deaf friendly and adding an orientation session for mentees and mentors in order to clarify the structure and expectations of the program as well as provide an opportunity for community building within the program.	-Enhanced ASL Skills -Expanded network of contacts within the Deaf community -increased confidence in using ASL -Stronger ties between The Mentorship Program and the Deaf community leading to a stronger overall program with increased opportunities for	-Written Mentorship Program and RID evaluations -Verbal feedback from mentees and mentors -Mentees encouraging friends/colleagues to apply for FY 09 program -7 out of 10 mentors interested in mentoring again in FY 09	N/A

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Program Four	The opportunities for the mentees to network within the deaf community and interpreter community have vastly grown over the past year. Many of the mentees felt isolated from interpreters outside school district. Since joining the program, more of these mentees have become active members within the local R.I.D. chapter.

Additionally, the mentees have been exposed to more resources to use for preparation regarding class room assignments and certification tests. The mentees will continue to use these resources for their professional development. | The expected outcome is that the mentees have improved areas of their interpreting related to English into ASL interpretation. Another expected outcome that was achieved is that mentees possess the knowledge to self-identify areas for enhancement and work independently for future skill goals.

An unexpected outcome is the mentee's confidence levels have immensely grown over the past year. The mentees have commented that due to opportunities to network with other interpreters and mentors that they feel a sense of accomplishment; and that certification tests such as E.I.P.A and N.I.C. seem more attainable now. | For the expected outcomes, we have the mentor and mentee's journals and logs to show the amount of work they have dedicated to this project. Additionally, each mentee has a copy of his/her video samples throughout the program. If needed, we could ask the mentees to furnish us with a copy of their videos. | Again, we have the mentor and mentee's journals and logs to show the amount of work they have dedicated to this project. Additionally, each mentee has a copy of his/her video samples throughout the program. If needed, we could ask the mentees to furnish us with a copy of their videos. |

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
Program Five	Ongoing collaboration. Peers agreed to continue working with each other individually and within other programs (i.e. a partnership with the local IPP to create a "Pay it Forward" program that holds the goal of closing the gap for between recent grads and certification/experienced interpreters.	Here are a few participant comments: "This program has been life-altering for me. PMP is such a subtle but critical paradigm shift in how we approach talking with colleagues, family, & friends. I thank you for tossing out this "pebble" of knowledge. The ripple effect you have created is immense." - Shaunna Marshall "[Program Five's] Peer Mentor Program offers a fresh look at Mentor-Mentee relationships by creating a feeling of equality, whether you are a 20-year Veteran interpreter or you have just graduated from an ITP. You find comfort and safety in the fact that EVERYONE has something to offer and contribute. It gives you the tools you need to get the most out of a peer mentor relationship. I LOVED it and would do it all over again!!" - Bryan von Kolen	Evidence is by participant feedback and response to the program.	Journals submitted to the presenter of the program (Wendy Watson). Participants reaching goals such as obtaining certification, participants changing or taking on new job responsibilities, RID evaluations filled out by the participants. Book of participant quotes, presented to facilitators at the conclusion of the program Videotapes of Practice Sessions

Table 5: Advice for Other Programs

Program	Question 31: What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?
Program One	-Seek backing from community stakeholders -Work with local RID chapter and interpreting agencies and ITPs -Start small; plan bigger in increments. -Establish program calendar well in advance. -Train mentors, pay mentors well, offer ongoing support.
Program Two	Finding a place like [this hospital] which is open (on ALL levels) to the learning process is key!
Program Three	
Program Four	I would make two suggestions for improving this program. First, I think there should have been a monetary incentive for the mentees for completion of the program. This incentive could be in the form of the mentees paying an upfront fee that will be reimbursed upon completion. We offered this program at no cost the mentees which was a great idea; however as the months progressed I noticed some resistance and lack of motivation for completion. At those moments, I worked with the mentor and mentee to help refocus the mentees goal. Unfortunately, in some situations the interventions with the mentor and mentee were not successful. As reported earlier, the initial number of mentees was 10 and declined to 7. One mentee left the program due to a family emergency. The other two mentees that dropped out stated that their reason was due to lack of motivation. The second suggestion is for more training early on with the mentees to fully define the peer mentoring process. We briefly covered this topic during the orientation and instead focused attention on Marty Taylor's book. The orientation focused on how the mentees were to assess their own skills and identify errors of interpretation and their frequency. As a result of not emphasizing the peer mentoring process, many mentees were expecting their mentor to provide critical feedback and state areas that need improvement. Many mentees expressed difficulty in the beginning trying to adjust to the peer mentoring process.
Program Five	This program changes the approach to the mentor/mentee role. While it may not be the program that everyone is looking for, this program affects participant's lives beyond that of their professional life. Participants' comments are always positive. Though participants aren't always clear as to how the program will unfold, that is the beauty of it all. This is all about self-discovery, not a linear way of being "tell me the answer."

Mentor Results

This section summarized and presents results for post-participation surveys completed by sixteen mentors in the funded programs. Summary results are reported in Appendix B: Mentor Post Survey Results.

All but two mentors reported that they participated in mentor training. Most reported that they learned about the mentoring process and about strategies for questioning and working with mentees using open ended processes. Peer mentors, however, were much more likely to report that they learned strategies for working with other interpreters that affected their everyday work. Specific responses are reported in Table 6: Mentor Training.

5. Did you receive mentor training as part of this project?

Yes		14	88%
No		2	12%
	Total	16	100%

Table 6: Mentor Training

Project name:	Received training?	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
Program One	Yes	First meeting we had - They clarified what mentor's job -	Yes - How I approach mentee with feedbacks & reinforcements
Program One	Yes	Yes it conflicted with my schedule so I didn't go.	
Program One	Yes	one workshop, support meetings	perhaps some of current terminology
Program One	Yes	2 workshops - suggestions & activities for working w/mentee	I learned that each mentor/mentee relationship is different in how you work together.
Program Two	Yes	prepared before beginning of grant	
	No		

Project name:	Received training?	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
	Yes	2 workshops-- 1. Teaching us the mentor/mentee approach to successful meeting 2. Our mentee's to discuss areas to stress for the sessions.	The mentoring approach is a different way to ask open-ended questions enabling and empowering the mentee to problem- Solve on their own.
	Yes	Lisa Godfrey provided excellent training back in early fall.	Learn how to reflect to mentees and help them to recognize themselves and how or what they wish to improve.
Program Four	Yes	To see if the program of mentoring/mentee work	Ask the "W" question Where, Why, Who and What. Also to encourage not to quit the program
Program Five	Yes	Learn how to approach mentees as equal partners and allow them to lead their own journey to self discovering.	I learned to listen to teams and mentees. I now attempt to approach concerns from different standpoint. Instead of a judgmental one, I learned to approach problems with a listening inquisitive standpoint.
Program Five	Yes	How to stay neutral, help mentees find their own reasons, ideas, difficulties, successes	Stay neutral, help mentees find their own reasons, ideas, difficulties, and success.
Program Five	Yes	I was trained to neutrally listen to a peer through using techniques such as clarifying, paraphrasing, restating, asking probing questions, as well as learning there are a variety of roles we can facilitate for that peer.	I learned it is not my job to "fix" or "know all the answers" in standard mentee/mentor roles, but to be an active listener. It is not my story, but theirs. I listen to colleagues differently now. I ask more questions.
Program Five	Yes	Dialog model as created by the South-East Mentoring Project.	I learned ways to create a neutral environment for dialogue and discussing the work/ethic situations.

Project name:	Received training?	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
Program FIve	Yes	It was a mentorship program. I received the training that was included in the program. Mostly it was thru my peers, and the facilitation of the group.	I am more open to the opinions and value of my peers
Program Five	Yes	Peer mentoring through applying practiced dialogue and listening skills	My approach to others is different. I try to listen to them more before giving my opinion
Program Five	No		

Although the majority of mentors selected "Other" when asked about their approach to mentoring, our analysis of their specific responses leads us to find that nearly every response of "other" was a description of how they determined the work of the mentorship either within each session, or in negotiation with the mentee. Overall, then, work was negotiated with the mentee and was not highly structured by the programs in advance. Assessment, however, was a part of the mentorship agreement, and this was in part determined by the mentoring projects.

8. How did you approach your work as a mentor?

Guided the mentee through standard work		1	7%
Worked with the mentee to develop a work plan		3	20%
Determined the work of the mentorship within each session		1	7%
Other, please specify		10	67%
	Total	15	100%

9. Was assessment/diagnostics a part of the mentorship agreement?

Yes		7	47%
No		8	53%

When asked to describe how they assesses the skills and proficiencies of their mentees, mentors responses that they used both informal and formal methods. These included "My language & knowledge of ASL helped mentee to improve her weaknesses," "We looked a previous videotapes and analyzed how it could have been better, we looked at the sign parameters and discussed the appropriate corrections" and use of video and other reviews using structured protocols.

Although mentors observed growth in their mentees throughout the project, we found no statistically significant differences by program in the outcomes produced. The results below show the areas in which mentors observed growth. In addition to these, mentors reported growth in role shifting, use of the Code of Professional Conduct, professionalism, analysis skill, and more structured approaches to interpreting.

10. What specific areas of growth did you observe in your mentees throughout the project?

Personal decision-making		12	75%
Increased confidence		15	94%
Signing skills		8	50%
Processing language		11	69%
Production/performance skills		10	62%
Other, please specify		5	31%

Reported evidence of these changes varied widely by program, from pre-post video to casual observations to NIC accreditation of participants. With one exception, mentees met or exceeded mentors' expectation for growth during the program.

Table 7: Evidence of Growth

Project name:	Question 11: What evidence would you provide to substantiate that this growth occurred?
Program One	Her ability to sign a video (before & after)
Program One	Before & after videotape from the beginning of mentee/mentor relationship to
	I had no experience
	from observing themselves and work on where they want to be

Project name:	Question 11: What evidence would you provide to substantiate that this growth occurred?
Program Four	she knows where her weak area are and corrected it herself, then she moved on
Program Five	Mentees have now passed their NIC
P	Personally seeing it in their works and reports from them
Program Five	Their behavior, their outlook, and their expression following our meeting
Program Five	Evident is on a personal level. Personally, no documentation was kept
Program Five	One of my peers got national certification after our work together.
Program Five	By growth that was displayed in the group interaction
Program Five	I can only say, ask the other participants

12. The extent of growth I saw in my mentees:

Missed my expectations for growth		1	7%
Met my expectations for growth		7	50%
Exceeded my expectations for growth		6	43%
	Total	14	100%

Mentoring Process

Most mentors interacted frequently with their mentees or peer mentors, with over half communicating at least weekly. While communication took place using a variety of means, including email, online mentor logs, and via telephone or video phone, mentoring was almost exclusively done in person. Eighty-eight percent of mentors report in-person as the primary means of mentoring, with one person reporting telephone and one other mentor reporting use of online mentor logs or discussion groups as the primary means of mentoring.

Mentors used a variety of materials as show in the answers to question 16 below. The only specific text named was "Voice to sign interpreting by Taylor."

13. How often did you interact with your mentee?

Daily		1	6%
Weekly		8	50%
2-3 Times a month		1	6%
Monthly		1	6%
Other, please specify		5	31%

16. What resources did you use to support your work as a mentor?

Textbook(s) (please provide titles and authors below)		5	31%
Handouts, articles and other print materials (please provide titles and authors below)		7	44%
Mediated materials for source language stimulus		3	19%
Mediated materials for observation, modeling, discussion		3	19%
Mediated materials for recording work samples and providing feedback		3	19%
Direct Observation (both of mentee and mentee observed mentor)		9	56%
Online programs		2	12%
Digital materials		2	12%
Other, please specify		6	38%

Most mentors reported using materials from their own personal library or inventory of materials, or from an interpreter education program. Some also reported referring to general mentoring resources not specific to interpreting (31%). Other specific sources in addition to the responses to questions 19 in Appendix B are reported in Table 8: Mentoring Materials: Other Sources. Additionally, mentors reporting using materials from the Northeastern University Interpreter Education Program (1), the CATIE medical interpreting program online resources (1), the IRID lending library (1), and among commercially produced/purchased materials, the NIC list (1) and "RID and Sign Media" (1).

Table 8: Mentoring Materials: Other Sources

Project name:	Question 19: Other, please specify
Program One	Mentee brought DVD/VHS
Program One	videotaped mentee & critiqued work
	Colleague- Project
	video tapes from asl
Program Five	Workshop Presenter
Program Five	PMP Peer Mentoring Program
Program Five	leader handed out materials

Mentors worked with their mentees using nearly every conceivable strategy for reviewing mentee work or observing mentee performances. Question 25 below summarized the types of work samples and performances reviewed. The vast major of these – 91% - were conducted in person during mentoring sessions, as were 80% of the assessments of these performances. Only 1 mentor responded that assessment was delivered in written form, so we assume the others were part of the mentoring process but not formally recorded unless included in a mentor log. Mentors report using the work samples most often to set goals and priorities (67%) and to foster self-assessment skills (67%).

25. Please describe any mentee work samples, observations or performances that were a part of your mentoring process:

Mentee recorded sample(s) of actual/live work that was unrehearsed		5	38%
Mentee recorded sample(s) of live but staged work that was rehearsed		4	31%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		2	15%
Mentor engaged in direct observation of mentee during actual/live work		5	38%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		5	38%
Mentee submitted a self assessment of performance		5	38%
Mentor submitted an assessment of performance to mentee		6	46%
Mentor and mentee work collaboratively during assignments (team interpreted)		5	38%

Mentors concur with mentees' assessment that the strongest gains are being achieved in mentee confidence. However, they also see substantial growth in mentees' ability to discuss the work, in their commitment to the field, and their ability to reflect on the work. Additionally, mentors report strong growth in their own ability to guide entering practitioners toward improved practice. Evidence of these areas of growth is summarized in Table 9: Evidence of Growth, but is primarily informal/anecdotal evidence.

Table 9: Evidence of Growth

Project name:	Question 33: Please provide additional detail on the items you selected:
Program One	Re: skills - evidenced by Before & After video Re: Commitment - evidenced by her time log & maturation
Program One	Before & after video of self.
Program One	Gained tools to work on skills commitment already there, but readiness to "plunge" came. Discussions of ethical choices. My goal was to help mentee with self evaluation & polishing of the "eye" so that she would have tools/methods to keep working beyond our time together
Program One	Mentee greatly benefited from working in an educational setting as an aide. She was able to observe 2 staff interpreters and one (various) agency interp daily, 6 classes per day. She observed different styles, sign choices, and professional decision making. She was able to learn and apply CPC to real life interpreting and the _many_ issues that come with it.
Program Two	past eval., self reported more will to do medical interpreting, used resources in office staff rallied to celebration completions of internships
	More aware now of areas they want to see improved. Shown in video sample. Plan to sign up for certification tests. Provided research with written and on the web. Applies for new job and the interview and hiring process went well Mentoring approach became more comfortable as time went on. Soon as we met, mentee was able to answer their own questions and work through the scenario well w/o much of my input. Empowering mentee to reflect and decide what areas they intended to see improvement without my having to lay it all out for them.

Project name:	Question 33: Please provide additional detail on the items you selected:
Program Four	She knows when to look for and she knows when she has some flaw in her sign language. She try to use ASL more, since she took ASL3 and 4. She know where to find some deaf resources.
Program Five	passed recent NIC decided to remain interpreting mentee felt too new and inexperienced before the program, now actively participates in the community through online discussion board, workshops, etc.... easily discloses perspectives on the work now
Program Five	Sometimes it felt like it was a symbiotic relationship. We supported and grew together

Mentors had much more advice for new mentors than recommendations for changing the project. Table 10: Mentor Advice and Recommendations provides detailed item responses. Mentors encourage other mentors to engage in the process, and generally were more comfortable than mentees with the structures established by the programs. All but one mentor said that they would return for another round of the same program. One mentor summarized their experience in and reaction to the program by stating:

> "I have found that the mentor/mentee relationship is vital to the profession. If we seek to have better skilled and more confident interpreters in our field then an interpreter cannot feel all alone out there in the abyss but that the network of resources available is just the support needed to succeed."

Table 10: Mentor Advice and Recommendations

Project name:	Question 34: What advice would you give to new mentors who enter this program?	Question 35: If it were up to you, what changes would you make to the project?
Program Once	Motivation & use mentors for ideas & helps.	
Program One	Talk with other mentors to get ideas on how to help mentee.	Long mentoring time.
Program One	Important to feel a level of confidence in the skill level of mentee that you are comfortable with. Important to be on the same page as far as time commitment, accessibility to video resources.	From my end it was well orchestrated.

Project name:	Question 34: What advice would you give to new mentors who enter this program?	Question 35: If it were up to you, what changes would you make to the project?
Program One	Establish a "plan of action"	Perhaps, more guidance or suggestions for how to structure evaluations/ assessments and an ongoing mentor/mentee relationship. It was my first time as a mentor so I felt I learned as I went. Always wondering... "Am I doing enough with mentee?" Perhaps more frequent discussion w/program leaders.
Program Two	Take it slow, see where they are, go from there	
		Time to think about and fill out the paperwork. Having paperwork expectation clear at the beginning of the project.
	Although the mentor approach seems awkward at first, it truly empowers the mentee to come up with solutions and skill enhancement on their own and in turn builds their confidence as a person first, then as an interpreter.	
	interact with other Deaf individuals in ASL	
Program Four	To learn Education as interpreter but it is not good enough to learn. I think maybe get involve with Deaf community somehow	Encourage to involve with Deaf People in the community and also Education. I feel their goal was only education, but I don't see the heart for deaf
Program Five	Take the time necessary to get to know your mentee on a personal level.	
Program Five	let the mentee guide you	
Program Five	Consider Peer Mentoring. We all have something to contribute.	
Program Five	Be prepared that this is not a traditional mentor/mentee relationship. This is a Peer Mentoring, the concept is a self discovery and everyone brings something to the table	
Program Five	Just go with the flow, don't be shy, speak up because you bring something to the picnic regardless of experience, and be yourself	

Mentee Results

This section reports on the results of 26 Mentee responses to post-participation surveys. Mentees overwhelmingly reported that they had a positive experience in the program. Mentees also reported on specific aspects of the program and their participation. Each is discussed in turn, below.

As seen in Appendix C: Mentee Survey Summary, Question 5, 92% of mentees reported that they met their goals for participating in the mentorship, 96% report that their mentor had deep knowledge and experience in the field, and mentees responded positively to all aspects of the mentor program. Mentees were slightly less likely to agree strongly that they had a clear understanding of the structure of the mentorship or that they were being assessed accurately. We examined differences in responses to each sub-question embedded in Question 5, summarized below, and found no statistically significant differences between programs and self-reported outcomes across the entire Question 5 series of items. This means that although there were some reported differences by program, we did not have sufficient data to determine whether this was occurred by chance or selection bias, or as an outcome of the program.[1]

Skills and proficiencies were assessed through a combination of guided self assessment and formal mentor assessment. Self-assessment was a component of both the peer mentoring and traditional mentoring projects. The results reported in Table 11 below are the per-respondent answers regarding assessment strategies.

Table 11: Question 5 items by Program, Statistical Significance

	Sum of Squares	df	Mean Square	F	Sig.
Q5A*PROG Between Groups (Combined)	5.001	10	.500	.844	.597
Within Groups	8.883	15	.592		
Total	13.885	25			
Q5B*PROG Between Groups (Combined)	2.349	10	.235	.826	.612
Within Groups	4.267	15	.284		
Total	6.615	25			
Q5C*PROG Between Groups (Combined)	1.360	10	.136	.476	.879
Within Groups	4.000	14	.286		
Total	5.360	24			
Q5D*PROG Between Groups (Combined)	7.882	10	.788	1.102	.419
Within Groups	10.733	15	.716		
Total	18.615	25			
Q5E*PROG Between Groups (Combined)	2.640	10	.264	.840	.601
Within Groups	4.400	14	.314		
Total	7.040	24			

ANOVA Table

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[1] Because not all programs were clearly indicated in the surveys, we ran this analysis several different ways, including comparing only programs with 3 or more responses versus one another, and programs with 3 or more responses versus all others. None of the variations produced statistically significant results. This is due to a combination of the small differences between programs and a small overall sample size for the review.

Q5F*PROG Between Groups (Combined)	2.667	10	.267	.700	.711
Within Groups	4.400	14	.381		
Total	7.040	24			
Q5G*PROG Between Groups (Combined)	1.199	10	.120	.332	.958
Within Groups	5.417	15	.361		
Total	6.615	25			
Q5H*PROG Between Groups (Combined)	6.417	10	.642	1.582	.204
Within Groups	6.083	15	.406		
Total	12.500	25			

Respondents reported growth in specific skill sets and in overall confidence while interpreting. Mentees in Program Two reported growth in comfort and skill in medical settings, protocols and interpreting strategies, while others reported specific development of ASL skills and interpreting strategies aligned to the emphasis of their programs. Participants in each program reported some degree of increased confidence and depth of professional practice.   Respondents were also asked report whether their growth missed, met or exceeded their expectations (see, e.g. question 9 in Appendix C and in Table 12 below). Two respondents, both from Program Four, reported that their expectations for growth were not achieved. Twelve others report that their expectations were met and nine report that their expectations were exceeded. All respondents from Program FIve reported that their expectations were exceeded.

Table 12: Assessment Strategies

Project name:	Question 6: How were your skills and proficiencies assessed in the areas where you were mentoring?
Program Five	I chose to use strategies including feedback and dialogue. In the Peer Mentoring model it was nice to be able to be guided in the self-discovery process. I enjoy being an active participant and not a passive participant with someone telling me the answers.
Program Five	This was a peer mentoring program. Through dialoguing with a colleague I made self-discovery and decisions.
Program Four	My mentor and I met once a month to discuss plans to improve personal skills. Each time we discussed different activities and materials to use in order to Interpret better.
Program Four	I have learned to be more expressive and I now understand that I keep my signing hand to close to my face and body.
Program Four	I self assessed by journaling daily. I noted areas where I was struggling.
Program Four	Verbal feedback from my mentor
Program Two	If I signed something that could have been signed better then she went over why and explained in depth the dynamics of the environment in relation to sign choices & concepts.
Program Four	Through video, conversation and self/mentor assessment.
Program Three	We went after each assignment to discuss what went well and what can be improved. As well as different choices that could've been made.
Program Five	We had group discussions. Also, when we met one on one, we were able to divulge ourselves with the fear of being hurt or judged
Program Five	By working with a peer, we were able o feed off of each other's strengths and weaknesses. There was a sense of value in knowing that we were both experts in the field and had things to offer each other.
Program Five	It's more like learning--gaining experience for yourself, hands-on. So whatever skill I had when I began, by the end of the program my skill had grown!
Program Two	My skills were assessed not only in what I did wrong or well, but the process or larger reason behind the moments of strength or weakness. The patients' communication needs and the concept of the message were heavily stressed.
Program One	By using multiple methods (i.e. observation, sample work, modeling, etc.) I was able to successfully meet my goals. We used movies and worked on skill building (i.e. miming, charades) for role playing not
Program Two	(note that "nurturing" was crossed out by respondent on the 7th prompt above) Discussed any mistakes or different word choices. Analyzed the situations and possible situations. In depth discussions on how

Project name:	Question 6: How were your skills and proficiencies assessed in the areas where you were mentoring?
	communication happened.
Program Two	My mentors talked to me after I interpreted and discussed my skills - what I did good and what I needed to work on.
Program Two	Through verbal feedback afterward as well as notes (for my later viewing) written by my mentor while I was interpreting.
Program Three	Our mentorship was kept fairly informal, which I really enjoyed. We would start out most of our meeting by recapping what we discussed the prior week. Then we would chat about random things in our lives or about what was going on around us (i.e. at the mall, a coffee shop). If I had the wrong hand shape for a sign or used it incorrectly, my mentor would pause the conversation and correct me. Also, he would sometimes tell me general things I could work on at the end of our meetings.
Program Three	Videotape before meeting for the first time. At each meeting my skills were constantly being assessed.
Program Three	comparison w/ other deaf-ASL users (via video)
Program Three	The assessment was provided in a one on one format. I would do an exercise & my mentor would critique me after & I took notes on her comments
Program Three	Some videotaped assessment/feedback. Mostly in conversation as things appeared.
	One on one observation in a variety of setting
	We used books and video to practice with. The video showed the need and then I would practice at my school the area of need.

Table 13: Reported Growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program Five	A good amount of personal growth. I am able to develop relationships with other interpreters I otherwise would not have.		Exceeded my expectations for growth
Program Five	Leadership and being seen as a mentor and a mentee	Evidence is on a personal level and m ability to act as a mentor and facilitate in other's self discovery	Exceeded my expectations for growth
Program Five			
Program Five	A much better awareness of dialoguing with my fellow professionals and realizing we all have input and ideas to share.	My outlook and approach to conversation with others, colleagues, including family and friends.	Exceeded my expectations for growth
Program Four	Honestly I feel as if little improvement was made. I worked on lexicon development and sing classifiers. We, my mentor and I worked on my allowing time to process information before interpreting. This I continue to struggle with. Finger spelling and numbers accuracy.	I signed a video, which mentor has discussing my personal experience of going to exercise with a friend at the YMCA. I interpreted a last video which was the same as pre-video. However, it was a stressful day and I don't feel that this reflected my improvement.	Missed my expectations for growth
Program Four	ASL and expression had gotten better.	Positive feedback from mentor, self esteem got better.	Met my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program Four	I grew professionally and gained enormous confidence in my skills. I stretched myself to try new things.	I sent my resume to several potential employer and register to take the E.I.P.A.	Met my expectations for growth
Program Four	I am less nervous about sitting in front of the camera and making videos. I am more aware of my facial expressions and body language.	making monthly video became easier and less stressful	Missed my expectations for growth
Program Two	I had a chance to watch what interpreters do in situations, how they respond, and how they totally advocate communication.	All experience is evidence of growth & its process.	Met my expectations for growth
Program Four	I learned a great deal about spacial and classifier use. I learned more numbering systems and more about pronouns and pronominalization.	Assessment video, self confidence and most importantly, being able to put what I learned to use in everyday interpreting.	Exceeded my expectations for growth
Program Three	To realize there is more than one way to interpret any situation and it takes skill to evaluate and choose the most effective interpretation.	I feel more comfortable with decisions I make and I'm more ready to enter various medical situations.	Exceeded my expectations
Program Five	I learned to take that leap and share my feeling and self with others.	I posted my letter on the yahoo group for all to read.	Met my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program Five	I was able to find inner strength to help me thru a challenge in my work	There is no evidence. It was personal growth	Met my expectations for growth
Program Five	Self Confidence and more of an open mind to more possibilities.	One of my goals was to prepare for my NIC performance test and have now, since passed the test. The PMP technique helped me keep my cool!	Exceeded my expectations for growth
Program Two	Greater ASL and concept skill. I am better able to interpreting the concept in real time and put it out conceptually instead of always just idiomatically.	The patient's level of understanding, my improvement in one of the weekly classes scheduled at the hospital, and my ability to get past English words that I do not know a sign for.	
Program One	I became more knowledgeable about the field and business practices. I learned more about myself as a person & interpreter than I estimated.	I am more confident about how to work as a team and navigate the complex world of Deaf Culture and interpreting.	Exceeded my expectations for growth
Program Two	Multiple experiences in the medical setting. The ability to control the situation my asking questions and asking for clarification	That I feel comfortable doing that now.	Met my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program Two	Learned a lot more about the medical field and, more specifically, medical signs and terminology in ASL. Also learned that it is important to meet the needs of the patient, whether that is ASL or signed English or finger spelling or whatever.	I am using much of the new vocabulary I learned while at Mt. Sinai and am also better able to know what kind of signing clients need and can try to match that.	Met my expectations for growth
Program Two	Exposure to various signing styles and situations.	My willingness to actually do medical interpreting now.	Met my expectations for growth
Program Three	I feel more confident when conversing with native signers now. I never was able to experience one-to-one conversations with deaf people before. (At my ITP most deaf functions were flooded with students so it was hard to sign with only Deaf people). I also feel I've become more familiar with this area's colloquiums due to interaction with my mentor.	I am more comfortable going to Deaf social events in the city where as before meeting with my mentor I was afraid to attend. I also find myself using some of the vocabulary my mentor uses that I had previously	Met my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program Three	I gained confidence -contacts for my new business (daycare for Deaf children) -improved my skills specific to working w/Deaf children	I accepted the first 2 Deaf families to my program	Exceeded my expectations for growth
Program Three	increased usage of my facial features	n/a	
Program Three	I learned how to target specific skill sets through various activities & exercises.	As an interpreter I feel the quality of my work has improved & this is visible through the ease in which they work with me.	Met my expectations for growth
Program Three	Comfort level with my own abilities	People who haven't seen me sign in a while comment on my improvement and that goes along with comfort.	Met my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
	Improved my ability to discuss the "work"- processing, demand/control, critical analysis of situations. Also become more confident in my interpreting abilities-- having a mentor beside me gave me the comfort of knowing my work was being monitored. Another area of growth was the ability to make a distinction between myself as a person and my work as an interpreter.	In taking with instructors who monitor my education, they have agreed in my assessment. Also, I have taken the Wisconsin assessment test and have scheduled my NIC performance test.	Exceeded my expectations for growth
	-classifiers	In the classroom I used the tools.	Met my expectations for growth
	-space	I acquired through meeting with my mentor and the confidence I have has improved.	
	-confidence		

Supplemental materials ranged from textbooks, supplemental readings to web-based video, websites, and DVD's. It is difficult to discern the extent to which these resources were recommended by mentors (many appear to have been), and the extent to which these are the general resources on which interpreters depend for their continued education. Table 14: Supplemental Materials provides user responses regarding additional resources, by project.

Table 14: Supplemental Materials

Project name:	Question 15: In addition to interaction with your mentor, what additional resources (books, programs, online video, other experts, etc.) did you use to work toward your goals for the mentorship?
Program Five	supplemental reading provided by the PMP leaders
Program Five	I loved the book, "The Dimensions of Ethical Decision Making: A Guided Exploration for Interpreters by Kellie Mills Steward and Anna Witter-Merithew
Program Five	
Program Five	Application of Demand-Control Theory to Sign Language Interpreting by Robyn Dean and Robert Pollard
Program Four	Video activities, book activities from the ASL series video and book on use of classifiers. Interpreting differently with student in classroom setting throughout process. Finger spelling on-line. (asl.org)
Program Four	Video, prerecorded deaf programs on videotapes.
Program Four	On-line video
Program Four	Workbooks and books, internet, CD.DVD, and VHS
Program Two	Knowing I was about to start medical mentoring, I took the Demand-Control Schema workshop & read articles regarding medical interpreting.
Program Four	I used the lending library in Knoxville and ordered many books, videos, CD's, DVD's from hem. I also ordered some from our Library. Along with these, I used websites such as asipro.com and aslbrowser.com
Mentorship	I worked with other interpreters in the office as well as Spanish/English/Sign Language picture books.
Program Five	I had many discussions with my co-workers.
Program Five	Mostly it was the one on one interactions and the journaling
Program Five	There was a book that was shared- button required for the program. After sometime I went and brought the book for myself. "The Art of Possibility"
Program Two	Some picture paper handouts of common hospital/medical questions
Program One	-DVD (facts classifiers DVD) -videos borrowed from DCS -Program One EIPA DVD's

Project name:	Question 15: In addition to interaction with your mentor, what additional resources (books, programs, online video, other experts, etc.) did you use to work toward your goals for the mentorship?
Program Two	I am still taking interpreting courses at my college.
Program Two	Practiced my own notes of new vocabulary. Looked at online resources such as joeybaer.com and deafdoc.com.
ProgramTwo	We used other interpreters and deaf individuals to consult with while on the job.
Program Three	I accessed online ASL dictionaries to look up meeting specific vocabulary, for example, I looked up signs related to businesses and stores when we went to the mall.
Program Three	I have been watching online videos recently
Program Three	interaction w/other deaf-asl users
Program Three	My mentor suggested I use "You Tube" & a deaf cooking website to help me improve my receptive skills.
Program Three	online video, Deaf friends
	Full time staff interpreters, NIC written rubric and books suggested there ("So You Want to be an Interpreter", RID Practice Papers, etc.)
	A Deaf co-worker at school, videos in ASL, Deaf news.com

Structured Work Samples were not reported to be an integral component of the mentoring programs, except for Programs Two and Four. The use of structured work samples within Program Four may have led to more realistic self-understanding of progress, or more rigorous self-review, that led to the lower ratings on whether participants met their expectations or not as reported above. However, we do not have a large enough sample to test this hypothesis. Table 15: Work Sample Use provides user feedback on this issue.

Table 15: Work Sample Use

Project name:	Question 16: Please describe any work samples, observations or performances that were a part of your mentoring process:	Question 17: How were these used within the mentoring process?
Program Five		
Program Five		
Program Five		
Program Five		
Program Four	3 video. Example sentences given by mentor during monthly visit.	Practice, interpret, discuss, plan for future activities. etc....
Program Four	Telling a story with asl, read a story from a children's book, watched mosaic apes and tried to voice for them.	I would use voice skills with expression and sign back what I had read. I will watch my hand- not to let I get to close to my body.
Program Four	video/DVD	To evaluate my needs.
Program Four	I made monthly video.	We replayed the videos and discussed how or what could have been done differently to make a better interpretation of the material.
Program Two	I observed Diana _voice_ for a few workshop/meetings, I also observed & signed for many doctors appointments	They were discussed after the appointment pointing out all the demands of the situation and how (as an interpreter) to be a part of the process.
Program Four	I made several videos of myself. Focusing on what we were working on at the time. Pronouns, numbering, space, classifiers, finger spelling and redoing my initial interpreting video.	I self evaluated the videos and then took them to my mentor and we assessed them together.
Mentorship	It was a very "hands-on" experience.	
Program Five		

Project name:	Question 16: Please describe any work samples, observations or performances that were a part of your mentoring process:	Question 17: How were these used within the mentoring process?
Program Five	I was working on a frozen text and the feedback I received helped me to process deeper.	
Program Five	You got out of it how much you put in... I'd go as far to say that whatever you put into it, you actually get *more* back. Like karma with interest.	By reminding those who are in the PMP are stretching the bounds of a Profession that is still in its infancy and that we are leaders (that is, if we assume that role)
Program Two	All of my mentored experiences were live interpretations at the hospital.	My mentors made on the spot feeds and corrections as well as follow-up assessments and analysis of my work.
Program One	-Observation of mentor at assignment (health ed adult class) -Voiced in real-time (live with video/DVD)	-Discussion of what was successful/not successful -Conceptual accuracy -Directional verbs
Program One	Observing my mentor interpret for various patients. I interpreted for various patients.	I was put in situations that I had never experienced before and was forced to learn how to cope with any surprising or awkward info.
Program Two	I almost always had a mentor with me to observe me when I was interpreting.	After each observation we would discuss what happened, the good and the bad and talk about what I could change next time.
Program Two	I observed my mentor for 45 hours throughout the semester.	It allowed me to view the interpreting process as well as have on-the-job experience with her.
Program Three ASL Mentoring Program	That does not apply to our mentorship	n/a
Program Three - ASL Mentoring Program	just the videotape in the beginning	they were not
Program Three - ASL Mentoring Program	my initial DVD sample	not often

Project name:	Question 16: Please describe any work samples, observations or performances that were a part of your mentoring process:	Question 17: How were these used within the mentoring process?
Program Three - ASL Mentoring Program	An initial sample was given before I met my mentor so she could know my skills before the program started. Also my mentor made comments during our one on one sessions.	The sample of my work provided a starting point for my mentor & me to work from. My mentor's comments were/are something I apply to my work on a daily basis.
Program Three- ASL Mentoring Program	We spent one session discussing my introductory DVD stories, another time I videotaped some stories signed by me, and watching led to talking, commenting, feedback, questions	see above
	Each day I went to a wide variety of medical appointments. The language needs of each consumer were as varied as the specific appointments. The appointments ranged from routine exams to physical therapy to emergency room visits. Just about every day I was able to interpret a portion or all of an appointment =with, of course, a seasoned interpreter with me.	Every day there was discussions about assignments that we had experienced. Some days the mentor would focus on matching language needs of the consumer, other days we would discuss/analyze specific demands that arose in the appointment. If I had interpreted, this was discussed in a way that made me find solutions or alternatives to the choices I made.
	* Attached #29-#32 Mentor helped to identify and structure my space in the various books we reviewed together.	I was able to take mentors positive criticism and incorporate it in the classroom. Ex. "log" using my whole arm as the log.

As reported above, mentees see increased skill, specific ASL fluency, and most importantly, confidence in their mastery of the work as lasting effects of the project. Several report self-assessment skills, particularly participants in the peer mentoring programs, to be important lasting effects. Table 16: provides user responses regarding program effects.

Table 16: Lasting Effects

Project name	Question 18: What do you think the lasting effects of this project will be?
Program Five	The relationship and the approach to self assess in a group and alone. Learning to dialogue better.
Program Five	I think this project has facilitated the creation of mentors who did not originally see themselves as a mentor. This is important because we need more mentors, especially due to licensure, in our state
Program Five	
Program Five	I will personally look at the mentoring approach differently from now on, and I think we have more mentor in the field that will be a positive influence for our profession.
Program Four	To self evaluate more find different voc. for same communication skills. To allow process time.
Program Four	I will continue on my body/hand movement.
Program Four	A lifelong relationship with my mentor and other interpreters.
Program Four	The project built relationships and networking capabilities.
Program Two	The ability to decide what to do in certain medical situations to make everyone involved more comfortable & how to do the best job possible.
Program Four	A desire to keep improving my interpreting skills and to continue learning.
Program Two	To feel more prepared for the medical field.
Program Five	
Program Five	Although difficult to maintain the heavy time commitment. I learned the value of working with a Peer
Program Five	Empowerment
Program Two	A better understanding of the medical field, leading to more accurate interpreting as well as increased emphasis on meaning that is beneficial to all interpreting settings.
Program One	I will remain in contact with my mentor. One of my great colleagues and now a friend.
Program Two	Being able to go to a job and have an idea of how it will go. Also being able to feel more comfortable in medical setting.
Program Two	I will be so much more familiar with medical terminology, both in English and ASL and will be a better interpreter because of it. Also, I know how to interact with doctors and with patients in that setting.
Program Two	I feel ready to begin interpreting on my own, because I have the tools she gave me to prepare for any job I might encounter.
Program Three - ASL Mentoring Program	This project helped me to develop a lasting and deep relationship with a Deaf person I can ask questions to and feel comfortable with. I hope it will be the same for all other mentees.
Program Three - ASL	I think this program is meeting a need that graduates of

Project name	Question 18: What do you think the lasting effects of this project will be?
Mentoring Program	interpreter training need. Therefore it will increase the chances of more working interpreters in our area.
Program Three - ASL Mentoring Program	
Program Three - ASL Mentoring Program	First & foremost I would say the skills/vocabulary I developed. I would also include that I now have a new friend within the community!
Program Three - ASL Mentoring Program	I have made a valuable connection, seen _excellent_ ASL in action, am working to incorporate it into my own work.
	Working with a mentor has been the most exasperating yet rewarding learning experience of my education. I think that what I will take from this program is that my goal/focus should be on competency. Even if I get the top ratings of assessment or certification test, I will still be on a quest for competency that will follow me for life.
	The lasting effects will be lasting! The confidence and knowledge obtained will enhance my skills as an interpreter forever.

Respondents offered advice to other mentees as well as recommendations for changes to the project. Advice was typically: have an open mind, go for it, be a full participant, and ask lots of question. In short, dive in and let yourself be mentored or to be a full participants. For recommendations, respondents asked for improved clarity on the process and objectives, more structure and more time to engage in the process. Some also requested more specific training.

Table 17: Advice and Recommendations

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program Five	Have an open mind	A clear stated objective from the beginning. I had trouble figuring out my goals for the program on the first day because I did not fully understand the objective of the program
Program Five	You will get as much as you put into it. Do not expect someone to give you the answers but to be a part of self discovery	The cost
Program Five		

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program Five	You are an important piece to the peer mentoring process. If you join PMP, you will be contributing as a neutral, equal colleague.	
Program Four	To be dedicated to have more than one mentor/mentee meeting a month. To attend any and all workshops available to enhance skills.	I would have weekly workshops and bi-weekly meetings. Find more support and people to work with on skills needed to develop
Program Four	Get my mentor and learn from her. Practice, practice and ask questions of your mentor.	Work more on finger spelling, voicing for deaf people of all ages and race.
Program Four	Don't be afraid to ask for what you need,	Some constructive is needed to accurately assess the mentee's skills. More organized educational opportunities would be beneficial. Maybe not so much paperwork.

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program Four	At the onset, be sure you fully understand your role and the mentors' role in the program.	1. At the beginning of the project, you would make a video and the mentor would assess your strengths and weaknesses and from that assessment you would formulate your program with the guidance from your mentor. 2. The program would be a year commitment. You would meet with the mentor a full twelve months. 3. There would be more meetings will all the mentor/mentee to share what's working, what's not, sharing ideas and frustrations so you don't feel like "you're on your own--drowning" 4. More guidance from your mentor at the onset of the program, decreasing in time so you don't have overwhelming "I don't know where to start" feeling. 5. More workshops to help in training. 6. Less redundant paperwork
Program Two	Show up on time.	I would like more one on one time w/ my mentor. We all had to share a day due to time, schedule, etc. but I wish I had more time to ask my own questions... etc.

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program Four	Select goals that they are really interested in and will really help them improve then put in the time and effort. It is very beneficial. Also to keep a positive attitude. It helps a lot.	I would be more specific about what the program is about/for when looking for participants. If more people understood what they would gain, more people would join the program.
Mentorship	Just go with the flow...	none
Program Five	Just go with the flow, don't b shy, speak up because you bring something to the picnic regardless of experience and be yourself.	none
Program Five	Be ready. It is a heavy commitment, but if you stick to it, you will grow.	
Program Five	It is perfectly okay to admit you don't know something because then you have an opportunity to learn.	We meet for long periods of time.... Something comforting would be nice too--maybe more.
Program Two	Listen to your mentor, but also try to start evaluating yourself before they do. Being able to see your own problems in your interpreting scenarios will benefit the rest of your career. Then see if your advice is in line with theirs.	Each mentor would be limited to one mentee at a time, thus maximizing the time with the mentee and limiting the intrusion on the patient.
Program One	Do it and be open to new ideas and methods.	Nothing, because a mentorship is what you mold it to be. We had to figure out what worked and what didn't and what our mutual expectations were.
Program Two	Be bold and open to criticism. It is beneficial, not personal.	None
Program Two	Take a lot of notes! Do not be afraid to try new things or of making mistakes. As long as your mentor is there they will make sure nothing important is lost and you will learn so much more by trying.	Have a day of orientation for a new mentee - give him/her a tour, explain how the mentorship will work, etc.

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program Two	Keep your mind open to any experience, especially the ones you think will not be your "style."	I would prefer to have more jobs that are my level, as opposed to my mentor's level, to give me more of a chance to interpret and have her feedback. But, on the flip side, I had more of a varied mentorship because of her skill and ability to do anything.
Program Three - ASL Mentoring Program	Express all your thoughts and concerns with them. They are paired with you so you can feel comfortable in asking anything you want to know about Deaf culture and ASL.	I would make it a longer mentorship. I think 8 hours is not enough time to reap the full benefits of the project.
Program Three - ASL Mentoring Program	-	more hours but it's hard with different schedules
Program Three - ASL Mentoring Program	Know your goal/(s) and stick w/them. Don't try to do too much at one time. Work on one thing if need be.	Make it more than one hour for the latter half of the agreed time commitment.
Program Three - ASL Mentoring Program	Knowing what you want to work on (goals/areas of improvement) before will allow for _more_ progress!	I would have more hours! Also a list/guide of exercises that targeted a specific skill would be extremely helpful.
Program Three - ASL Mentoring Program	Be very clear with yourself and your mentor at the beginning as to your goals.	I'd still be in it for free :)
	Be willing to accept correction- it isn't about you personally, it is about the work.	Maybe have clearer guidelines in roles when observing- this can vary from place to place.
	Take advantage of your mentor's expertise and experience so that your skill level improves and are multiplied.	I have such a weakness in the receptive to communication that I would make it an addition to the program.

Respondents overwhelmingly responded (all but one) that they would participate in another mentorship, perhaps the strongest endorsement of the program. Nearly all said that they would like to continue with their same mentor, but many also said they would be happy to switch as well. We read

this as an indication that they were pleased with their experience, believe that they could learn still more from their mentor, but that they trust the programs to provide other strong mentors as well.

Table 18: Continued Participation

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
Program Five	Yes	
Program Five	Yes	I will be happy to work with anyone
Program Five	Yes	I would like to work with a new peer mentor.
Program Four	Yes	If schedule of personal conflict were not an issue, and we had more workshops strictly for this program.
Program Four	Yes	The same mentor would be fine. I could even work with another mentor if that what it would take.
Program Four	Yes	I prefer to have the same mentor, especially if she would be available to me.
Program Four	Yes	I would like to work with the same mentor if available.
Program Two	Yes	(Respondent added to yes/no question: "Yes. I would like to continue mentoring even after I graduate.") Yes. Diana is great.
Program Four	Yes	I would like to keep the same mentor. I really enjoyed my mentor and the relationship we now have
Mentorship	Yes	YES!! Yes, with same mentor!
Program Five	Yes	I would like the same mentor
Program Five	No	

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
Program Five	Yes	I'm quite fond of those who lead our group and I'd love to see them again, along with new people cuz then that leads to even more experience
Program Two	Yes	I was mostly with one mentor and would gladly continue. I had a second mentor once and she would also be good.
Program One	Yes	
Program Two	Yes	With the same or another.
Program Two	Yes	(Respondent added to yes/no question: "Yes, absolutely. I felt like 5 weeks was too short. I learned a lot, but was not able to use all of my new information and vocabulary.") I liked having two mentors each week, so I would probably pick the same ones again since they seemed to balance each other out nicely.
Program Two	Yes	Both!
Program Three - ASL Mentoring Program	Yes	I loved my mentor, but I would want to meet with someone different to be exposed to a different signing style and new mentoring techniques.
Program Three - ASL Mentoring Program	Yes	I think both would be beneficial.
Program Three - ASL Mentoring Program	Yes	another - to experience variety
Program Three - ASL Mentoring Program	Yes	I worked very well with my mentor. I would like to work with another mentor only to have a different perspective.
Program Three - ASL Mentoring Program	Yes	(wrote "perhaps" instead of yes or no) either

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
	Yes	I would jump at the chance to work with the mentors at this hospital!!! I would also not be opposed to working with a different one.
	Yes	I need more practice doing sign to voice, I prefer the same mentor because she is sweet, patient, knowledgeable, and encouraging. I probably need someone who is completely Deaf if I am in a sign to voice program

Appendix A: Program Survey Results Summary

Date: 10/8/2008 12:16 PM PST
Responses: Completes
Filter: No filter applied

This survey is designed to gather information about the design and execution of your mentoring program. As with many programs of this type, we recognize that the scope of your program - in terms of both program components and funding - may be larger than the RID-NCIEC funded portion. For the purposes of this survey, please report on the entire program of which the RID-NCIEC mentoring grant is a part.

8. Is this a peer-mentoring program?

Yes		2	40%
No		3	60%
	Total	5	100%

12. Are RID-NCIEC funds used for a specific component or purpose, or are they part of the overall funding for the project?

Included in overall project funding		4	80%
Used for a discrete component		1	20%
	Total	5	100%

Project Objectives

14. What were the main components or activities of your mentoring project?

Certification preparation		3	60%
Addressing the gap between Interpreter Education Programs and certification		2	40%
Specialized interpreting skill development (i.e. medical, legal, mental health, etc.).		2	40%

ASL language development/enhancement		3	60%
Other, please specify		4	80%

Please click Submit to continue on...

Project Details

17. Have these mentors previously worked for your organization as mentors?

Yes		1	20%
No		4	80%
	Total	5	100%

19. Did your project provide mentor training?

Yes		4	80%
No		1	20%
	Total	5	100%

Please click Submit to continue on...

Please describe the training:

22. Was it required?

Yes		3	75%
No		1	25%
	Total	4	100%

23. Did all mentors participate?

Yes		3	75%
No		1	25%

	Total	4	100%

Please click Submit to continue on...

Project Details

24. Did the project have specific expectations for what mentors and mentees would do in their work together?

Yes		5	100%
No		0	0%
	Total	5	100%
5 Responses			

25. Did the project require use of specific mentee assessment and feedback mechanisms?

Yes		4	80%
No		1	20%
	Total	5	100%
5 Responses			

Appendix B: Mentor Survey Results Summary
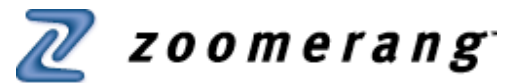
Date: 10/7/2008 12:24 PM PST
Responses: Completes
Filter: No filter applied

As part of your participation in the project, please complete the survey below. You are not being evaluated, but rather your answers will be used to help understand how interpreter mentoring programs can best serve the interests of both mentors and mentees in the field. Your name will be removed from the survey results prior to sharing or publishing the results. Thank you for your assistance.

Please click Submit to continue on...

5. Did you receive mentor training as part of this project?

Yes		14	88%
No		2	12%
	Total	16	100%

8. How did you approach your work as a mentor?

Guided the mentee through standard work		1	7%
Worked with the mentee to develop a work plan		3	20%
Determined the work of the mentorship within each session		1	7%
Other, please specify		10	67%
	Total	15	100%

9. Was assessment/diagnostics a part of the mentorship agreement?

Yes		7	47%
No		8	53%

	Total	15	100%
8 Responses			

Please click Submit to continue on...

10. What specific areas of growth did you observe in your mentees throughout the project?

Personal decision-making		12	75%
Increased confidence		15	94%
Signing skills		8	50%
Processing language		11	69%
Production/performance skills		10	62%
Other, please specify		5	31%

12. The extent of growth I saw in my mentees:

Missed my expectations for growth		1	7%
Met my expectations for growth		7	50%
Exceeded my expectations for growth		6	43%
	Total	14	100%

13. How often did you interact with your mentee?

Daily		1	6%
Weekly		8	50%
2-3 Times a month		1	6%
Monthly		1	6%
Other, please specify		5	31%

		Total	16	100%

14. By what means did you communicate with your mentee (check all that apply):

In person		15	94%
Telephone		12	75%
Email		12	75%
Video phone or other two-way video		1	6%
Online mentor logs or discussion groups		7	44%
Other, please specify		1	6%

15. By what means would you say the majority of your mentoring took place (choose one):

In person		14	88%
Telephone		1	6%
Email		0	0%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		1	6%
Other, please specify		0	0%
	Total	16	100%

Please click Submit to continue on...

16. What resources did you use to support your work as a mentor?

Textbook(s) (please provide titles and authors below)		5	31%
Handouts, articles and other print materials (please		7	44%

provide titles and authors below)			
Mediated materials for source language stimulus		3	19%
Mediated materials for observation, modeling, discussion		3	19%
Mediated materials for recording work samples and providing feedback		3	19%
Direct Observation (both of mentee and mentee observed mentor)		9	56%
Online programs		2	12%
Digital materials		2	12%
Other, please specify		6	38%

19. Where did you obtain resources and information to support your work as a mentor?

Personal library/inventory of materials		9	56%
Resources from formal training I completed (where?)		4	25%
Online resources (source?)		2	12%
Lending library (source?)		2	12%
Commercially produced and purchased materials (source?)		3	19%
Self-developed (what specifically?)		2	12%
Interpreter education program		8	50%

General mentor information not specific to interpreting		5	31%
Other, please specify		7	44%

If you selected any of the following options for the previous question, please fill in the requested additional information here:

25. Please describe any mentee work samples, observations or performances that were a part of your mentoring process:

Mentee recorded sample(s) of actual/live work that was unrehearsed		5	38%
Mentee recorded sample(s) of live but staged work that was rehearsed		4	31%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		2	15%
Mentor engaged in direct observation of mentee during actual/live work		5	38%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		5	38%
Mentee submitted a self assessment of performance		5	38%
Mentor submitted an assessment of performance to		6	46%

mentee			
Mentor and mentee work collaboratively during assignments (team interpreted)		5	38%

26. If you selected Mentee submitted a self assessment of performance above, in what format was this information submitted?

In written form		2	18%
During discussion, in person		10	91%
During discussion, via telephone		2	18%
Following an established system of analysis		1	9%
Other, please specify		1	9%

28. If you selected Mentor submitted an assessment of performance to mentee above, in what format was this information submitted?

In written form		1	10%
During discussion, in person		8	80%
During discussion, via telephone		2	20%
Following an established system of analysis		0	0%
Other, please specify		0	0%

30. How did you use the mentor work samples you selected in question 21 within the mentoring process?

To set goals and priorities for skill development		6	67%
To foster self-assessment skills		6	67%

To document growth and potential		3	33%
To foster reflective analysis and discussion skills		4	44%
To examine and enhance decision-making		2	22%
Other, please specify		2	22%

31.	In addition to their work with you, what other resources did your mentees use to gain skill, knowledge, or practice in the areas related to their mentorship (check all that apply)?

Unknown		2	12%
Attended workshops		9	56%
Attended college classes		9	56%
Worked with a deaf language mentor		5	31%
Participated in a study group		3	19%
Teamed with other mentees in a support group		6	38%
Worked with an agency, supervised		3	19%
Worked with an agency, unsupervised		1	6%
Worked with a K-12 school, supervised		4	25%
Worked with a K-12 school, unsupervised		2	12%
Worked in a post-secondary institution, supervised		1	6%
Worked in a post-secondary institution, unsupervised		2	12%

Other, please specify		4	25%

32. What do you think the lasting effects of this project have been (check all that apply)?

Mentee's skills improved (how evidenced?)		8	53%
Mentee's level of confidence improved		14	93%
Mentee's commitment to the field improved (how evidenced?)		9	60%
Mentee's knowledge of resources improved (how evidenced?)		5	33%
Mentee's induction to the profession supported (how evidenced?)		2	13%
Mentee's ability to discuss the work improved (how evidenced?)		9	60%
Mentee's ability to reflect and make conscious decisions improved (how evidenced?)		8	53%
Stakeholders united to support mentees (how evidenced?)		3	20%
Mentor's ability to guide entering practitioners toward improved skills/practice enhanced (how evidenced?)		8	53%
Other, please specify		1	7%

36. Will you continue to mentor?

Yes	████████████████████████	14	93%
No	███	1	7%
	Total	15	100%
3 Responses			

Thank you for participating. Please click Submit to complete your survey.

Appendix C: Mentee Survey Results Summary

RID/NCIEC Mentoring Evaluation - Mentee Post/Late Survey 2007

Results Overview

Date: 10/8/2008 12:14 PM PST
Responses: Completes
Filter: No filter applied

As part of your participation in the project, please complete the survey below. You are not being evaluated, but rather your answers will be used to help understand how interpreter mentoring programs can best serve the interests of both mentors and mentees in the field. Your name will be removed from the survey results prior to sharing or publishing the results. Thank you for your assistance.

Please click Submit to continue on...

5. To what extent do you agree or disagree with the following statements:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I met my goals for participating in the mentorship	12 46%	12 46%	1 4%	1 4%	0 0%
My mentorship was a positive experience	21 81%	4 15%	1 4%	0 0%	0 0%
My mentor had deep knowledge and experience in my field of interest	22 88%	2 8%	1 4%	0 0%	0 0%
I understood how the mentorship was structured	12 46%	9 35%	4 15%	1 4%	0 0%
I had appropriate levels of access to my mentor	19 76%	5 20%	1 4%	0 0%	0 0%
My mentor was able to accurately assess my skills and knowledge	16 64%	8 32%	1 4%	0 0%	0 0%
My mentor was nurturing and supportive	21 81%	4 15%	1 4%	0 0%	0 0%
My mentor actively encouraged me to self-guide and assess my mentorship	15 58%	10 38%	0 0%	1 4%	0 0%

9. The extent of growth I achieved:

Missed my expectations for growth		2	9%
Met my expectations for growth		12	52%
Exceeded my expectations for growth		9	39%
	Total	23	100%

10. How often did you interact with your mentor?

Daily		2	8%
Weekly		11	46%
2-3 Times a month		5	21%
Monthly		3	12%
Other, please specify		3	12%
	Total	24	100%

11. Was this an appropriate frequency of interaction?

I would have been happy with less interaction		1	4%
It was about right		11	44%
I would have liked more interaction		13	52%
	Total	25	100%

13. By what means did you communicate with your mentor (check all that apply):

In person		25	100%
Telephone		15	60%
Email		20	80%

Video phone or other two-way video		1	4%
Online mentor logs or discussion groups		2	8%
Other, please specify		2	8%

14. By what means would you say the majority of your mentoring took place (choose one):

In person		24	96%
Telephone		0	0%
Email		0	0%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		0	0%
Other, please specify		1	4%
	Total	25	100%

Please click Submit to continue on...

21. Would you participate in another mentorship?

Yes		24	96%
No		1	4%
	Total	25	100%
22 Responses			

Thank you for your participation. Please click Submit to complete your survey.