

Sabbatical Leave Report
Spring and Fall Semesters 2004

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DVD of Interpreting Samples

DVD of Mentoring Samples

Readers Guide to the Top Seven Places to go in this Report

1. On **Page 75**, see pictures of Bob in action teaching 5th graders sign language. While there, take time to read some of the kids' thank-you's.
2. Pop the "**Mentoring DVD**" in your computer or DVD player to see Bob in mentoring action. (For a laugh, bring up the title menu and select: "Receiving Mentoring on my Interpreting").
3. Pop the "**Interpreting DVD**" in your computer or DVD player to see Bob in interpreting action. (To see the results of the hardest editing I had to do, from the title menu select: "ASL/English Interactive Sample" This required me to merge the video and audio from two cameras, filming the same session simultaneously, into one seamless display.)
4. To follow the mentoring journey of two Mt. SAC interpreters that Bob mentored see **Page 64**
5. Go to **Page 47**, to see the theory/schema Bob learned about that has already dramatically changed the way we train interpreters at Mt. SAC.
6. On **Page 9**, find what Bob deems to be the best piece of written work in this report, his term paper on "Frames in ASL Discourse."
7. For those who are reading this report to "see if this guy really did anything worthwhile for the college," skip to the conclusion, on **Page 79**, where you will find a summary of the benefits to the college.

NOTE ON CHANGE IN INSTITUTIONS: Subsequent to submitting my application for sabbatical and prior to starting my sabbatical, the Master mentoring program (a grant funded program) changed institutions from University of Colorado at Bolder to Northeastern University. I informed the director of Human Resources about this change and he approved it.

MASTER MENTORING II COURSE

NORTHEASTERN UNIVERSITY

COURSE DESCRIPTION

Course: Mentoring II

Time required: 140-180 hours

Instructor hours: 3 teaching hours per week, 3-6 office hours per week

Credits: 3 credits

Course Introduction

Mentoring II is a primarily a skill development course for mentors. During the course, students focus on professional skills specific to mentoring sign language interpreters. These include assessment of first and second language skills and the interpreting skills they support, along with techniques for providing effective feedback through learning-focused interactions. They are encouraged to bring all their insights into student-centered learning and cultural competence from Mentorship I to these topics. To that foundation, they add exploration of cognitive models of the interpreting process and extended

discussion of mentor/mentee interactions. They also look into how professional mentoring activities are implemented in the community and how they will implement their own mentoring services. The goal is to lead students to an understanding of the science, the art and the business of mentoring.

Course Description

Students work with the key theoretical models of interpreting and mentoring processes in order to identify when, how and why mentors can facilitate skill progression in mentees. They then apply these ideas in extensive assessment and mentoring practice activities.

The course begins with an exploration of current research into language reception, processing and production and the part played by language skills in the complex task of interpretation. Students focus on locating error patterns that novice interpreters display and then learn how to feed this perspective into assessment and skill development activities.

During the course, students alternate in the roles of mentor and mentee as they practice assessment and interactive mentoring feedback skills with their peers in the on-line course environment. As they do so, they are asked to pay particular attention to the processes and possibilities of distance mentoring using chat rooms and on-line group discussion capabilities.

MASTER MENTORING II COURSE

SYNTHESIS EXAM

Midway through this course, we were required to take a synthesis exam. This exam represented an opportunity for us to demonstrate the knowledge we had gained over the past two semesters. We were given sample questions from which to prepare, but once we logged into the exam, we had to complete it in less than four hours. If you failed to receive satisfactory evaluation on all segments of the exam, you would not be allowed to continue in the program. It was a grueling experience.

Instead of including the exam itself in this report, I decided to only include the evaluation of this exam that I received from my professor.

Results: Synthesis Exam

Student: Stuard

Summary results appear at the end of this document. These results have been compiled from the input of two reviewers. Please direct any questions to Betsy Winston.

1. **Personal Mission Statement of Mentoring-this question must be answered**

Express your view of the role of Mentoring in the interpreting field and your place in it. It should include any relevant specific populations/areas in which you feel that you will be able to contribute (e.g. Educational interpreters, Interpreters in underserved areas, etc.).

word limit: 750 words

15 points Within the 750 word limit:	Superior	Adequate	Inadequate with comments
Discussion	X		
Justification	X		
Evidence	X		
Organization	X		

Presentation (spelling, grammar)	X		
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2. **Topics in Mentoring- 4 of six are required; if someone has answered more than 4, review only the first 4 answered.**

2.1 Mentee-Centered Philosophy

Provide examples showing your understanding of how Mentee-centered Mentoring works, including but not limited to the synthesis of language and interpreting related skills sets in mentoring.

word limit: 750 words

15 points	Superior	Adequate	Inadequate with comments
Discussion	X		
Justification	X		
Evidence	X		
Organization	X		
Presentation (spelling, grammar)	X		

2.2 Understanding of Learning Styles

Demonstrate an understanding of the variety of styles that learners bring to the task.

word limit: 750 words

15 points Within the 750 word limit:	Superior	Adequate	Inadequate with comments
Discussion	X		
Justification	X		
Evidence	X		
Organization	X		
Presentation (spelling, grammar)	X		

2.3 Multi-cultural understanding/sensitivity

Discuss the influence of your own culture(s) upon your work as well as engage Mentees in discussions of cultural issues.

word limit: 750 words

15 points Within the 750 word limit:	Superior	Adequate	Inadequate with comments
Discussion	X		

Justification	X		
Evidence	X		
Organization	X		
Presentation (spelling, grammar)	X		

2.4 Characteristics of Mentor-Mentee Dialogue

Ability to articulate the structure of a Mentor-Mentee Relationship /Relationship/Rapport Building /Ability to link work to theory, including but not limited to language skills, interpreting skills, interactive skills, decision-making skills/**word limit: 750 words**

15 points Within the 750 word limit:	Superior	Adequate	Inadequate with comments
Discussion	X		
Justification	X		
Evidence	X		
Organization	X		
Presentation (spelling, grammar)	X		

3. Discussion of Challenges—this question must be answered

Discuss the challenges faced learning and using this approach in the program and strategies you used to address them./**word limit: 750 words**

15 points Within the 750 word limit:	Superior	Adequate	Inadequate with comments
Discussion	X		
Justification	X		
Evidence	X		
Organization	X		

Overall: Superior performance on all questions!

Expectations: · No further revisions needed.

Recommendation: Student is well-qualified to continue in program! Congratulations on this excellent work!

ASL DISCOURSE ANALYSIS COURSE
UNIVERSITY OF COLORADO, BOULDER
COURSE DESCRIPTION

SLHS 5045 DISCOURSE ANALYSIS

This course provides an introduction to discourse analysis, focusing on ASL and English discourse. Topics include general discourse issues such as discourse analysis approaches, the advantages and disadvantages of qualitative and quantitative research, natural data collection, and technology for research in spoken and signed languages. Also included are topics specific to ASL, including transcription in ASL, use of space, discourse structures, narrative, non manual signals (NMS), footing, interpreted discourse, and turn-taking.

Goals of the Course

1. Develop an understanding of the principles of discourse analysis.
2. Discuss issues of natural data collection and transcription.
3. Understand the impact of a variety of discourse features on texts in ASL and English.
4. Practice analyzing discourse features in ASL texts.
5. Discuss the relevance of these features in teaching ASL and/or interpreting.

Prerequisites: ASL Linguistics (or similar course) or permission of instructor.

ASL DISCOURSE ANALYSIS COURSE

Term Paper

This was one of my favorite courses. Most of what I have studied related to ASL linguistics has focused on the lexical or syntactic level. This course expanded my understanding of ASL to the discourse level. We had to complete several very involved projects, including a transcription assignment. The piece of work of which I am the proudest is my term paper. In fact, of all my written work during the course of my sabbatical (exams, projects, postings, transcribing), this paper represents my best work and so I have decided to include it in its entirety.

For this project we had to pick a discourse feature, describe this feature, and then demonstrate how this feature functions within a sample of ASL discourse (we were sent a CD at the beginning of the course that contained various video clips of Deaf people signing). For my term paper the feature I selected was "Frames in Discourse." Several of my colleagues and even my professor thought that this work could even be published.

My professor, Dr Cynthia Roy's, comments on this paper were:

Grade A+, Excellent paper! Wow, you did a great job! On page5, you said, " His 'ASL teacher' frame influences the 'I'm being filmed' frame in making this a more familiar and comfortable setting for Tom to be signing." Deborah Tannen will love you!! GRIN!

Great paper – should think about publishing it. Congratulations!

ASL DISCOURSE ANALYSIS COURSE
TERM PAPER, “FRAMING IN ASL DISCOURSE”

MOTIVATION:

I found the topic of “Frames in Discourse” to be one of the most fascinating topics covered this semester and also a topic that had direct relevance to what we do as interpreters. For this reason I decided to pick “Discourse Frames” as the topic of my term paper.

INTRODUCTION:

As Tannen (1979) points out, the “power of expectation” has a tremendous influence on many aspects of our lives: psychologically, socially, and linguistically. We base how we feel, what we do or leave undone, and what we say or leave unsaid upon a set of culturally influenced expectations. Expectations flow from our past experiences and discourse frames are built upon a commonality of these shared experiences.

From psychological theory, emerged the concept of “schema.” A schema is a known vantage point by which we view and interpret everything else. We use our past experiences of the world (determined in a large part by our culture) to interpret new

experiences. Discourse frames are determined by what “schema” is in operation at any given time during discourse.

As human beings we all share some commonalities of experience. Framing our speech helps us as speakers work from the base of these commonalities. Sharing a frame with our audience allows us to compose our speech in such a way that it will eliminate the assumed and define the unexpected. As listeners, understanding the frame or the particular “footing” one is taking between various frames helps us know what kind of assumptions apply to what is being said, and thereby, framing discourse aids in comprehension.

Wantanabe (page 178, 1993) illuminates the term “frame” further when she writes, “The term “frame” is used to refer to messages defining intentions of communication in the sense that a picture frame delimits the picture within it and distinguishes the picture from the surrounding wall.” We can never include everything that might possibly relate to or be a part of ideas we share through discourse. Any attempt to be so all inclusive is doomed for failure, and even if it were possible to say everything that relates to a certain idea, that level of detail would be pointless since we would soon lose our audience in the minutia. Working from a discourse frame allows us to say what’s necessary and leave out what’s assumed without the risk of being unclear.

Tannen (1979), from her research on discourse frames, identified 16 discourse structures that lend evidence that speakers work from a frame of expectations. These structures are:

omissions, repetitions, false starts, backtracking, hedges and other qualifying words or expressions, negations, contrastive connectedness, modals, inexact statements, generalizations, inferences, evaluative language, interpretations, moral judgments, incorrect statements, and additions. (This is in no way an exhaustive list and is based on a single study that Tannen did in comparing how Greek and English speakers described scenes from a movie clip that had sound but no dialogue.)

The scope of this paper does not permit an explanation of each one of these features, but I have selected a few I would like to discuss and illustrate through the use of a very simple and fictitious personal example.

OMISSIONS: For example, if you and I were operating from a shared knowledge base that included information about our respective families, and I opened a conversation with you using the following statement. "Yesterday my family and I went to the Zoo." I could omit the fact that my wife went since you know that I am married and would assume that my wife was included in the "my family frame."

ADDITIONS: Once a discourse frame is set the addition of certain information is only necessary if it is unexpected. Using the above example, I would want to include the information that my son, Isaiah, brought along his friend Arturo (especially if Arturo got lost or played some other role in what follows) since you would have no way of inferring Arturo's presence from the frame of "my family."

NEGATIVES: Continuing with the above example, there would be no point in telling you that my boss wasn't there since he isn't part of the family schema. If, however, my oldest boy, Stefan, didn't accompany us, I may want to include this information in a negative statement such as, ". . .but Stefan couldn't make it," since you would wrongly assume his presence without this negation.

DISCOURSE FRAMES IN ASL:

Now I would like to take a look at how the concept of discourse frames applies to ASL. You will see in the following analysis that ASL uses some of the same devices that Tannen identified for spoken languages (specifically omission and addition), but in addition, ASL has devices used to frame discourse and to shift from one frame to another that are unavailable in spoken languages. Two of these devices at work in the data I analyzed are spatial mapping and sign inflection (temporal aspect).

DESCRIPTION OF THE DATA: TR_WORK.mov

The data I analyzed is TR WORK.mov video clip that was included with our course information. In this clip a Deaf gentleman, Tom, is describing his motivation for changing jobs and residences. I don't know the conditions under which this video was made, but can only assume that someone cornered Tom while he happened to be in town (another assumption I'm making is that this video was produced in Colorado) and asked him if he would be willing to sign a narrative that would be used as a source of ASL data for this course.

LEVELS OF FRAMES:

Whenever we look at discourse frames it is important to realize that there is no single frame for any given piece of discourse. Instead there are multiple frames in operation during discourse; although, we can usually identify one frame as being dominant at any given time. Tannen (1979) describes this phenomena as follows: "Any speech event represents the overlapping and intertwining of many relations concerning the context as well as the content of communication." She terms this overlapping and intertwining as "levels of frames." Although this data represents a very small piece of discourse (a little over 2 minutes), we can immediately identify several layers of frames that play a role throughout the narrative. What follows is a description of these various levels of frames. The last frame I will describe is the frame that I believe emerges as the dominant frame. I have labeled this frame "the Colorado Frame."

THE "I'M BEING FILMED" FRAME:

We must first recognize that the context of being filmed creates its own frame and this will influence the speaker's footings. Back in 1979 Tannen was faced with this same quandary, but at that time she was dealing with the frame created by her subjects being audiotaped during an interview. She reports, "The larger context is one in which the speaker is the subject of an experiment . . .in which the speaker knows that her voice is being recorded . . .Clearly the speaker's expectations about being the subject of an experiment . . .and her feelings about having her voice recorded, affect her narrative performance."

Likewise in the data before us, we recognize that the signer will be framing his narrative within the context of being videotaped. Speakers frame their discourse around a perceived set of expectations they make about the audience. In Tannen's experiment (reference above) the immediate audience is the interviewer, with a secondary audience being those for whom the tape is intended. For the signer on our clip (Tom) the immediate audience is the camera itself. Other audiences would be those in the room with Tom, those who requested that he do the video in the first place, and those who Tom believes will view the video once it is made.

THE DEAF FRAME:

Another frame operating in this clip is, for the lack of a better term, 'the Deaf frame'. Although I lack any biographical information about Tom, it is evident that he is a native signer with deep roots in the Deaf community. Although this frame is not the primary frame of focus, it is still present and active.

We see the "Deaf Frame" active in how Tom couches his discourse as he describes one of the few good things about Arizona. He signs "OUTSIDE DEAF COMMUNITY, NEAT" (time code 01:27). People who know Deaf culture share this frame with Tom and immediately identify with the importance of having an active Deaf community in the place where he plans to relocate.

THE TEACHER FRAME:

Within the first few seconds of narrative, we become aware that Tom is a teacher. All that we know and expect from the “teacher schema” comes in to play. This schema is further defined or framed by the fact that Tom teaches college level ASL classes. Another layer to this frame is the fact that at the onset of the narrative Tom is a part-time teacher working without a permanent contract.

Tom expects the audience to know what teaching is about and omits much explanation about teaching, but he doesn’t expect the audience to fully appreciate the plight of a “part-timer” without some explanation. I was thinking that if Tom and I were friends and he was relating this story to me personally, we share so much in terms of background that all he would have to say at this point was “full-time contract,” and I would know immediately the ramifications. No further elaboration would be necessary and I doubt would be given.¹

The “I’m Being Filmed” frame and the “ASL Teacher” frame actually overlap on a certain level. If Tom is like many ASL teachers, his being in front of a video camera is nothing new. My Deaf colleagues at Mt. San Antonio College are constantly finding occasion to capture their signing on video for various language learning purposes. Tom seems very comfortable in front of a camera. His “ASL Teacher” frame influences the “I’m Being Filmed” frame in making this a more familiar and comfortable setting for Tom to be signing.

¹ We are both teachers of ASL at the college level and I too survived without a permanent teaching contract for many years.

THE COLORADO FRAME:

Geographical associations have a powerful influence on how we frame our speech. Just imagine the impact on people's expectations by the mere mention of such locals as: "Beverly Hills" or in contrast "Auschwitz" or more recently "Iraq." Often speakers will overtly make these associations with phrases like "Speaking as a Southerner." Even rappers frame their talk and music (if you can call it that, oops, sorry, showing some bias there) in terms of "East coast" "West coast."

Speakers will frequently reference places in which they grew up or spent an extended period of time, but this is not always the case. I am reminded of a speech that John F. Kennedy made on June 26, 1962 in which he declared at the Berlin Wall, "Ich bin ein Berliner"². Of course, Kennedy was not literally from Berlin, but he was making this association and framing his speech as one who identifies with the struggle for freedom as those in Berlin were struggling with a city divided by communism.

Returning to our data, Tom opens his narrative by signing "LONG-TIME-AGO HERE, WORK UNIVERSITY OF COLORADO." This statement establishes a footing in terms of geographical reference. From this point on, Tom frames his narrative from a

² There is an interesting side note to this speech that relates to footings that speakers take while using interpreters. JFK was making his speech through an English/German interpreter working in the consecutive mode. JFK declared, "Two thousand years ago the proudest boast was 'civis Romanus sum.' Today, in the world of freedom, the proudest boast is 'Ich bin ein Berliner.' The interpreter interpreted this phrase in isolation by parroting JFK speaking this German sentence. The audience immediately connected to the way in which JFK was identifying with them and showed their approval with enthusiastic applause. After the applause had died down JFK shifts his footing to include the interpreter (speakers are supposed to ignore us, right?) and says, "I appreciate my interpreter translating my German!" The crowd then roared with laughter.

Colorado/UC perspective. The assumption is that Colorado and UC are what are known and familiar. This is interesting since, as we discover later, at the time this video was filmed, Tom no longer lived in Colorado nor worked at UC. We see further evidence of the “Colorado Frame” at work in the application of spatial mapping.

SPATIAL MAPPING SUPPORTS THE COLORADO FRAME:

As Winston (1995) clearly explains, “Comparative discourse frames occur in ASL discourse both as linear sequences of lexical items . . . and through spatial mapping.” She further explains that, “Spatial mapping is a salient characteristic of comparative frames . . . Such marking provides the signer with powerful cues with which to guide the audience in their interpretation of the meaning of the signed production.” As the “Colorado Frame” plays itself out in how Tom uses spatial mapping we see how the use of mapping is an undeniable aid in interpreting what is being signed.

It is evident that Tom is working from the Colorado/UC frame by where he maps UC in space. Tom signs “HERE,” referring to UC and signs this sign in central space. A little later Tom uses the determiner “THAT-POINT “(time code 00:14)” to refer to UC and again executes that sign in central space. He continues to use the same central, “nearer” locus to reference UC with pointing signs and with one indicating verb GIVE (time code 00:25). The initial locus for this sign is in central space (“the-college-GIVE-to-me”).

When another location, Arizona/ASU enters the narrative (time code 00:29), Tom points high and to the right to establish its referential locus. This is the new, less familiar,

geographical location and it is established in contrast to what is known and familiar (Colorado/UC), and so mapped further away (to the Upper Right).

Tom persists in using this nearer locus for Colorado/UC even after the point in the narrative that he has moved to Arizona and has taken a job at ASU. I have seen signers shift perspectives and use different loci to refer to the same referents after a similar change in orientation based upon an actual physical, geographic re-location. Tom could have done this and used a different (closer) locus for Arizona and a different (farther) locus for Colorado, but instead, he makes the choice not to use Arizona/ASU as a base of reference. Arizona remains the “other” place and Colorado remains the “shared” base of reference.

Tom’s “I’m in Colorado talking to fellow Coloradoans” frame remains consistent throughout the narrative. Proof of this persistence exists at the last few seconds of the clip where Tom signs “PREFER POINT-DOWN” (time code 01:44). He signs the pointing down sign to mean “I prefer it here in Colorado” and again he is pointing down in central space.

Another example of the Colorado frame playing out in spatial mapping occurs after Tom gets the job in Arizona. He signs “ACCEPT (ASU accepted his offer in terms of salary), *WELL*, GO-AHEAD, center-MOVE-TO-left” (time code 00:58-01:02). When executing the indicating verb ‘MOVE’, Colorado is the near/central locus and Arizona is the off to

the right/distant locus. This, again, is consistent with the examples of spatial mapping mentioned above.

TEMPORAL ASPECT SUPPORTS THE COLORADO FRAME:

It is also interesting to see how the phonological segmental structure of the signing itself supports this geographic frame. In the sequence immediately before the example above, Tom ends a discussion on wages and finally agrees to take the job at ASU (as indicated by the sign 'ACCEPT'). The signing at this point is quick, almost staccato. Right after Tom signed 'ACCEPT' the pace of his signing slows and the sign 'ACCEPT' and 'MOVE' are inflected for temporal aspect. In this case the inflection is one in which the movement of the sign is initially slow/laborious and then ends quickly in a final hold. This type of temporal aspect has the connotation of doing something deliberately, intentionally, or with effort. The implication is, "so reluctantly, and because I had to, I moved to Arizona."

Also, the use of the sign/gesture 'WELL' here is consistent with the Colorado frame since it implies "oh well, at that point I had to move."

THE COLORADO FRAME FOUND IN THE CONTENT OF DISCOURSE:

As the positioning of the loci used for Colorado and Arizona are not accidental, neither is the use of other contextual cues Tom uses that support the Colorado frame. Tom makes the assumption that since he is being filmed in Colorado the intended audience of this video will be Coloradoans. Based on this assumption, Tom also frames his discourse in

ways that would spark loyalties with fellow Coloradoans. The perspective he has from this frame is also evident in the content of what he signs, specifically how he frames his decision to pursue a job in Arizona and how he explains what results from this decision:

1. Tom excuses his decision to relocate based upon financial reasons. The structural devices Tom uses to imply this are interesting (time code 00:39). He establishes new (temporary) loci for both Colorado (on the near right) and UC (on the near left). Here, space is being used purely syntactically as a means of displaying the contrasting choices he has in trying to decide between Arizona and Colorado. He lays out the choices before him literally “in the space before him.” He then uses both hands to alternately point back and forth between the two loci and simultaneously, physically sways back and forth between the loci. He doesn’t offer any rationale about the positives and negatives of living in either place (an omission).

Finally, his glance diverts upward, gestures “oh-well,” and then he signs, “IMPORTANT MONEY CONTINUE, S-T-A-B-L-E WORK” (time code 00:45-00:46). It’s almost as if he is saying “why bother trying to lay out a point by point criterion of why I could even consider Arizona over Colorado; if I did that, we all know Colorado would win, hands down.” When it came right down to it, the decision was purely a financial one and not one based upon the lure of Arizona as a more desirable location over Colorado. Here again, he is playing to the sentiment of fellow Coloradoans. (How could anyone chose Arizona over Colorado?)

2. Tom includes information about the flexibility he has in his job that allows him to return to Colorado in the summer. (time code 01:35-01:42)

3. Tom does have nice things to say about ASU and the Deaf community there, but he has nothing nice to say about Arizona itself. In fact, he says he'd rather live in Colorado (at least during the summers). (time code 1:43)

4. Tom identifies Colorado as his second home. (time code 01:44)

EXAMPLE OF ADDITION AND OMISSION:

Move evidence that Tom is working for a Colorado frame comes in the form of an addition and an omission. As explained earlier in this paper, Tannen (1979) identified additions and omissions as features that lend evidence to the fact that the speaker is working from a frame of expectations.

AN ADDITION:

When Tom uses the abbreviation ASU he follows this by immediately signing "ARIZONA STATE UNIVERSITY" (time code 00:30-00:32). He adds this information since not being from Arizona, his audience may not know what ASU means.

AN OMISSION:

The example above is in contrast to the use of the abbreviation #FCC (time code 01:52) towards the end of the clip. Here Tom omits signing what FCC stands for. From the

geographical frame already established, he would assume that his audience knows what FCC stands for since they are Coloradoans³. (Not being from Colorado, I can only assume he is referring to FrontLine Community College.)

FRAMES IN INTERACTIVE DISCOURSE: A Discussion

As was pointed out to me by Professor Roy when I emailed her with my topic for this term paper, the topic of Discourse Frame usually comes up within the context of interactive discourse. The reason for this is that framing of discourse is a very dynamic feature to begin with, and we are made even more aware of this dynamic nature when we analyze discourse frames within the context of conversations. Speakers layer frame upon frame and in interactive discourse, it is common for speakers, in addition to this layering, to shift from one discourse frame to another.

Deborah Tannen and Cynthia Wallat (Tannan and Wallat, 1987) collaborated on a intriguing study that looked at interactive frames in a medical setting. Their analysis was based on videotapes that had been developed as training materials for a Medical School. The series of tapes follows a single family and documents family members' encounters with medical staff over a three week period.

³ I love typing that word "Coloradoans" but do people really use it to refer to people from Colorado. It's fun, but not nearly as fun as the word Trinidadians used to refer to people from my wife's country, Trinidad.

Within the context of a pediatric examination they were able to identify a number of distinct discourse frames that the pediatrician moves in and out of by taking different footings among different frames.

The pediatrician uses three distinct registers:

1. "Motherese" a teasing register used to address the child being examined (exaggerated changes in pitch, drawn out vowels, bursts of vocalizations followed by smiling)
2. "Reporting register" used to address non-present pediatric residence who might later view the videotape (flat intonation, professional jargon)
3. "Conventional Conversational Register" used to address the mother (more everyday language and style).

These registers represent only a part of the dynamic. As they point out, "Frames are more complex than register." The doctor establishes three distinct frames as well, and the doctor shifts between frames (register being a part of these frames) as she addresses the different audiences.

What I found interesting is that in using these various frames the doctor actually ignores or puts on hold the other audiences. For example within the "social encounter" frame, the doctor has to entertain the child, keep up rapport with the mother and ignore the camera. Within the "examination" frame the doctor shifts to "ignoring the mother,

making sure the camera crew is ready then ignoring them, examining the child, and explaining what she is doing for the future video audience.” This study reveals how juggling various frames creates an extra cognitive burden for the speaker, and interesting enough, it also reveals that the shifting between frames is neither always seamless nor flawless.⁴

This study made me reflect on the extra cognitive burden placed upon Sign Language interpreters as they shift, not only between different frames, but also between different physical modalities used for language productions (spoken vs. manual). It’s no wonder most interpreters have found themselves at one time or another speaking when they should be signing or signing when they should be speaking.

I would have liked to have included an analysis of data that would have addressed discourse frames in interactive ASL or even interpreting, but unfortunately, I lacked any usable source material to analyze. This topic, however, seems the most applicable to the task of interpreting and for that reason merits further study.

SUMMARY

⁴ While performing her examination the doctor is using “teasing register” to put the child at ease. While looking in the girl’s ears the doctor asked if there is any peanut butter and jelly in there. The doctor then says “no, there’s nothing in there. Is your spleen palpitated over there? No.” The reference to a “palpitated spleen” is an intrusion of the reporting register into the teasing register.

In this paper we saw how frames in discourse operate to help speakers delimit the possibilities of what they could say and at the same time clarify the topics of their discourse by building expectations and associations in the audience. We saw how frames are cast in spoken languages by using certain devices that establish and support these frames.

We then took a look at ASL and how ASL uses some of the same techniques that spoken languages use in setting these frames in discourse, but we also saw how ASL has techniques for doing this that are unavailable in English (i.e. Spatial Mapping). Within a very short piece of discourse we were able to discover four distinct frames in operation with a geographic frame emerging as the primary one. Through the example of this geographical frame we saw how ASL uses many features for frame building including: spatial mapping, temporal aspect, discourse content, omissions and additions.

The paper ended with a discussion of discourse frames as they are used in interactive discourse. Here it was pointed out that discourse frames aid the speaker in managing and shifting between different audiences. This final aspect of discourse frames is the one that relates most directly to the work of an interpreter. Metzger (1999) has done an initial study on this, but this area merits further research and with further research, hopefully, will come a more thorough understanding of discourse frames in the interpreting environment. This increased understanding would be an effective tool in training interpreters.

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MASTER MENTORING IV: FIELDWORK
NORTHEASTERN UNIVERSITY
COURSE DESCRIPTION AND SUMMARY

Course: Mentoring IV: Fieldwork Internship

Time required: 140-180 hours

Instructor hours: 3 teaching hours per week, 3-6 office hours per week

Credits: 3 credits

Course Introduction

In this course, students implement the projects they have worked on in the first three courses of the Master Mentor Program. They submitted a concept to gain admission to the program; they conceived it in detail in Mentorship II, integrating insights from their course work; they finalized it in Mentorship III, undertaking a formal internship agreement with the hosting university. For their last four months in the program, they carry out their work in the field with support from instructors and from ongoing discussion with the peers in the program. In most cases, the project is delivered with support or collaboration from a regional or state organization with which the student is associated.

Course Description

The main focus for students in the course is to carry out their individual fieldwork

projects successfully. However, there is also a strong accent on collaborative learning as students share progress reports on their project with their peers in the program and respond to each other with comments and suggestions. In addition, students continue their exploration of portfolio as a mentoring tool, by compiling the mentorship component of their portfolios. Students are also expected to reflect on their overall progress in becoming master mentors as they apply their skills and insights to independent work.

Success with this project is really determined by the thoroughness of preparation work that has gone into setting up both the concept and the details of execution. However, the structure is in place to support students as they work through unexpected events that may occur. The main supports are, as always, faculty and the cohort of peers with whom they share the progress of their own projects, and their insights into internship in general.

Students work independently on a day-to-day basis but they also have e-mail access to the instructor to support them in handling any issues that may come up. They are also provided with some structure to help them balance out the workload of an unfamiliar task. They must log the hours they work and are encouraged to complete about half of the course hours allotted by about the end of October. They are counseled to spend an average of two to three hours a week on group discussion and performance reports and eight or nine hours a week on their project.

MASTER MENTORING PROGRAM CAPSTONE REPORT

EXPLANATION: Being the final course in the Master Mentoring program, we were required to produce a video that would serve as a “capstone report” summarizing our

personal accomplishments in the program. I signed on camera this report and then completed a written interpretation. I encourage you to take a look at this report. You will find it in the appendix within my Mentoring Portfolio: Mentoring Component

ASSESSING 1ST AND 2ND LANGUAGE SKILLS COURSE

UNIVERSITY OF COLORADO at BOULDER

COURSE DESCRIPTION AND SUMMARY

SLHS 5055 ASSESSING FIRST AND SECOND LANGUAGE SKILLS

This course is designed to introduce students to the concepts of assessment and evaluation of both first-and second-language skills, and to provide a basic theoretical and practical approach to evaluating and assessing ASL or interpreting. Topics to be included are types of assessment, purpose of assessment, reliability, validity, issues of test construction, and feedback. Students choose to focus on either teaching ASL or teaching interpreting for the course project.

Goals of the Course: to provide students with an understanding of second language assessment principles and approaches, with practical experience in analyzing and constructing language assessment tools.

Course Objectives:

Students will:

1. Discuss the purposes of assessment in second language classes;
2. Explain principles and notions relevant to language testing, including reliability, validity, objective/subjective approaches, norm and criterion referencing,

formative & summative, discrete point and integrative (holistic), and scoring (mean, standard deviation); authenticity;

3. Identify skills to be assessed in second language courses, especially ASL;
4. Describe different approaches to second language assessment;
5. Analyze types of teacher-created assessment activities, including portfolios, role playing, dialog journals, presentations, and conversations;
6. Construct a well-designed assessment activity with clear evaluation criteria;
7. Analyze types of teacher-made tests, including closed-ended (true/false, multiple choice, matching), limited response (short answer), and open-ended (presentations, conversations) test items;
8. Construct a well-designed test with clear evaluation criteria;
9. Discuss approaches to grading and providing feedback;
10. Discuss types of standardized tests, including their purposes, applications, construction, and scoring;
11. Analyze some existing standardized tests for ASL and interpreting;
12. Discuss current issues in testing first and second language skills in a variety of audiences.

Prerequisites: ASL Linguistics (or similar course), Discourse Analysis of ASL, fluency in ASL and written English, and permission of instructor.

ASSESSING 1ST AND 2ND LANGUAGE SKILLS COURSE

UNIVERSITY OF COLORADO, BOULDER

FINAL PROJECT

EXPLANATION: This course required us to complete various assignments. We had to write learning objectives, develop exams, devise a grading rubric and do a final project. The final project was a synthesis of all the above elements applied to a single course. The course I chose for this project is the ASL Linguistics course I teach each semester. As a result of doing this project, I have made substantive revisions to this course which I believe has enhanced and improved this course.

Instead of including the entire project (that goes on for 34 pages) I have only included the introduction to the project (Course Selection and Rationale)

Bob A. Stuard

Assessment Course

Final Project

The Structure of American Sign Language: An Introduction

A Course Overview and Plan for Assessment

COURSE SELECTION AND RATIONALE FOR PROJECT:

When I began planning this project I had decided to make an ASL-Level 1 course the topic of my assessment plan. After some thought, I reconsidered this decision and have instead decided to develop an assessment plan for an ASL Structure course. For this coming semester, I will be teaching this introductory course in ASL Linguistics once again after not teaching it for some years. When I had taught this course in the past, my assessment approach was fairly traditional and mundane. I thought it fortuitous that I should be learning new approaches to assessment at a time when I was preparing to teach this course, given that my assessment approach to this class needed to be revamped.

My previous assessment approach to this course consisted exclusively of objective tests (True/False, Short Answer, and Multiple Choice) in the form of quizzes, chapter tests, a midterm, and a final. Although I still see merit in applying some of these elements, there are many other assessment tools that I am now aware of that could be applied to this course. Some of these new elements can serve three purposes: broaden the range of valid assessment tools, provide students with more than one avenue of communicating their achievement, and provide instructors with productive instructional elements.

In retrospect, I feel my lackluster approach to assessment in this class contributed to the sense of drudgery that I sensed the average student had when faced with having to take a linguistics course. My BA degree is in linguistics, and I have always found topics related to linguistics fascinating, but I am also aware that my passion in this regard is not typically shared by most people. In a sense, this course is in competition with our ASL

language courses that are often categorized as being “fun.” I don’t think I have ever heard a student call our ASL Structure course “fun.”

It is not my goal to entertain my students or to amuse them; however, learning can be fun and students learn better when they are engaged in the topic and when they become partners in learning instead of just observers. This hits upon the whole notion of collaborative learning. I do believe the teacher can be the giver of information, but this doesn’t have to be an exclusive role. Collaborative teachers .” . .also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation.” (M.B. Tinzmann, 1990). Reworking the ASL structure to allow for more collaboration and participation on the part of students was a definite goal as I looked to redo the assessment plan for this course.

You will note that in my revised assessment plan, objective tests still play a role, but instead of comprising 100% of a student’s grade they now only make up 40%. The remainder of the grade is now based on alternative assessment devices. Another major innovation to this assessment plan over the one I previously used is the absence of a comprehensive final. After exploring the role of assessment throughout this semester I now strongly believe that assessment whenever possible should be a means of supplying useful information to both students and instructors. A final exam that students never see once taken supplies no useful information to students.

With this in mind, I have deleted the final in this new assessment plan. Instead, the linguistic journal will serve as a comprehensive assessment device. The huge advantage to a journal over a final is that the journal will be graded and returned to the students prior to the end of the semester. Instead of taking a final they will never see again, they will walk away with a document that could be used as a tool for future learning.

MENTORING MATERIALS ACQUIRED

SPRING 2004

During the Spring Semester I was able to add the following titles to resources that will be used to train and mentor interpreters. With the advent of our newly developed collaboration with DSPS, upon receiving these materials, I gave Julie Bradley and Tina Campbell the opportunity to review these materials and determine their usefulness to their working interpreting staff and to the interpreting classes that they teach. In searching out sources for materials, I hit upon a fantastic resource, "the National Clearinghouse for Rehabilitation Training Materials." This organization pools together materials that were developed as a result of federal grants and makes these materials available at a reduced cost. One beautiful aspect of these materials is that they are not copy written since they were all developed through grants received by the Department of Rehabilitation. As a result, copies of these materials have been made available to the instructional aspect of our program, to the DSPS inventory of resources for working interpreter's professional growth and to the Language Learning Center.

Interpreting in Education Settings: Interactive Vignettes with Deaf/Hard of Hearing Students

This video contains interactive vignettes in a variety of settings. Two video tapes 1hr. 30 mins. each, Color.

Mentor to Mentor: Tips and techniques for Deaf Mentors Working with Interpreters with Albert Walla

These two CD's are the CD-Rom version of a booklet by Albert Walla. It outlines techniques for building a constructive mentorship and provides effective tools for assessment and skill building.

Two CD-ROMs, College of St. Catherine- Minnesota Region III Low incidence Project (2002)

Goats, Trolls, and Numbskulls: A Middle School Lecture on Folklore Genres

This CD contains a middle school lecture of folklore genres with sample interpretations, transcripts and audio and captioning. This is a useful tool for educational interpreters. This CD also contains sample interpretations of genres by Doug Bowen-Bailey. Titles include: Cumulative genre (Fat Cat), Explanatory Genre (Bear Tail), Talking Animals Genre (Billy Goats Gruff), Numbskull Genre (Three Sillies) and Fairytale Genre (Ashland)., CD-Rom, audio, captioned, Region V Interpreter Ed. Project-College of St. Catherine (2003)

Consecutive Interpretation Practice: Hit-N-Run Investigation Interview #3 and #4

Similar to the murder investigation interviews, this question and answer videotape can be used to introduce and practice interpretation skills., 46 min(13 min&33 min); color; voiced, closed capt., signed; 13 p. script, Gallaudet University (1995)

Narratives in Spoken English

This video contains 4 narratives on various subjects. Trip to Bogata, Hong Kong Monasteries, Psycho Geometric's, Creating a Cookie Basket., 27 min., VHS video, color, closed captioned-audio, Gallaudet University, College of Continuing Education

Interpreting in the Math Classroom

The lessons are taught by a deaf instructor and a hearing instructor. There are three portions to the video: signed to voice, voice to sign and an interactive portion., Color, VHS, 1hr. 10 mins., Johnson County Community College (1998)

CAN Meeting-March 2004

CAN is a network of coordinators and providers of interpreting services in the Southern California Region. Julie Bradley has been very involved in this organization. In March, 2004 I attended one of their meetings with the intent of getting a sense for the type of mentoring that was present in programs throughout the region. Julie promised that she would work me into their agenda and give me a forum for this inquiry.

The agenda of this meeting was primarily concerned with legislation that had recently been passed that requires interpreters in the public schools to be certified. Many interpreters presently employed in K-12 lack national certification. By the year 2006 the law goes into effect requiring that interpreters be certified in order to maintain their employment in the schools.

This requirement relates directly to the issue of mentoring. If mentoring services were in place, they could be utilized by these pre-certified interpreters, and these services could be used to increase their skills to certification level. I asked those present (about 25 people representing organizations, colleges, and schools) what type of mentoring was being done, if any, at their institutions to help address this need. There was general agreement that mentoring was desperately needed; however, only a few programs reported that they provided mentoring services at all. Those that did provide these services did it on a hit-and-miss basis. Many times it was the Interpreter Coordinators

themselves who were providing the mentoring, trying to fit mentoring into an already packed schedule.

After attending the CAN meeting, I realized mailing a survey out to these same programs to find out something I already knew would be a waste of time and effort. I decided instead to survey several local programs via the telephone.

Mentoring Phone Survey

After the CAN meeting, I determined that a comprehensive survey of programs in the region about mentoring would not be a very good use of my sabbatical time. There just wasn't much happening out there in terms of formal mentoring. (CSUN turned out to be the one exception which I will describe later.)

Still I wanted to find out more about how coordinators of interpreters felt about mentoring and to get a feel for the informal mentoring that I knew was taking place.

I spoke in person to the following:

Sharin Nakayame	El Camino College
Diana Holms (formerly from Mt. SAC)	San Bernardino Valley College
Leticia Velez	Pasadena City College
Karen Gilbert	CSUF
Mary Hickey	Chaffey Community College
Brandy Davis	Citrus College
Lauren Kinast (email coorespondence)	CSUN
Amanda Retsek	CSU San Bernardino
Greg Gilbert	Riverside City College

I based my questions on the following questionnaire:

1. When new interpreters are hired by your school/agency are they mentored by more experienced interpreters? (if you answer 'no', go to question #6, if you answer 'yes' briefly explain your mentoring program in the space below)

Is the mentoring formal or informal?
2. Are the mentors paid for their mentoring work? If so explain the payment arrangements.
3. Are the interpreters being mentored paid for the time they devote to training activities? If so explain the payment arrangements.
4. What materials/resources do mentors have available to them?
5. Do you offer any training for your mentors? If so, please explain.
6. Do you feel that most interpreters you hire would benefit from being mentored if mentoring was available.
7. If you answered yes to #6, what do you see as the benefits of mentoring?
8. Over the past few years has your program experienced difficulty hiring qualified interpreters? Quality Issue?
9. What activities do you think would be the most essential to include in a mentoring program for new interpreters? Please list these activities, (or I might come up with a list to choose from and rank their choices)
10. Do you see the need for a 4 year program in Interpreting offered in the San Gabriel Valley/Inland Empire Area.

These conversations confirmed that people who employ interpreters see the value of mentoring, but lack the resources, time and financial means, to provide mentoring to their interpreter employees on a regular bases. Several responded that, with new interpreters, they do every thing they can to mentor them themselves or to team them with a more experienced interpreter. This "teaming" although not formally a mentorship, provides new interpreters with some limited opportunities for mentoring (before or after their teamed assignment). Of the colleges I surveyed, only CSUN had a formal mentoring

program. Interpreters employed by this college were not required to participate in mentoring but it was made available to all working interpreters.

CSUN was also the only institution that had a formal system for training and paying mentors. Mentors had monthly meetings in which they received training and support. They were paid for these two-hour meetings at their regular hourly salary rate. Mentors were also paid for mentoring time and could spend up to 1.5 hours a week with each of their mentees.

As indicated earlier, mentoring was not limited to new interpreters and interpreters could participate in more than one mentorship. Lauren reported that some interpreters participate in up to 3 mentorships. Unlike other programs, CSUN has, through the National Center on Deafness, a huge library full of materials that are made available for mentors to use while mentoring interpreters.

CSUN's mentoring program seems to be one that could be used as a model for any educational institution that had the resources to implement a formal interpreter mentoring program.

RITC / Pauline Annarino Meeting

On April 23, 2004, I attended the Advisory Board Meeting for the Region IX Interpreter Training Consortium (RITC) which is located at El Camino College in Torrance, California. The RITC project was established by the U.S. Department of Education, Rehabilitation Services Administration more than twenty years ago to address an escalating shortage of qualified sign language interpreters. Today, the crisis continues with more than 2.5 million Deaf persons nationwide depending upon interpreters for their communication and less than 5,000 certified interpreters to meet their needs. The program's geographic area (Region IX) includes Arizona, California, Hawaii, Nevada and the Pacific Trust Territories.

The RITC advertises that:

It is committed to providing valuable training and continuing education opportunities for new and existing interpreters throughout Region IX. Some of Region IX's goals include the following: Funding of workshops, in-service training, and mentorships for working interpreters.

This reference to mentorships caught my eye, and I was determined to meet with RITC Region IX's advisory board and speak with the director of this grant program, Pauline Annarino, to find out more about the grant's mentoring activities.

Through attending this meeting and exploring their website, I discovered that RITC maintains a list of available mentors and supports a mentoring program for all that apply, (see bullets bellow). I was surprised to find out how few interpreters take advantage of this program.

In the past year RITC had sponsored only two mentorships in their entire region. I asked why this was the case. Pauline responded that although they maintain a list of approximately 20 mentors, in reality, most of these individuals have little time to devote to mentoring. Also, many interpreters are unaware of the program or are unable to find a mentor who is reasonably close to their geographic area, with a schedule that matches their own.

I feel the RITC Mentorship program has great potential and I will, in the future, do what I can to promote this program among the interpreters I know who are seeking opportunities to either mentor or be mentored.

RITC'S MENTORING PROGRAM: (in a nutshell)

- RITC co-sponsors a variety of mentorships. Small group mentorships include one mentor working with 2-8 mentees (mentorship students) who have similar skill levels and goals for upgrading. One-to-one mentorships work especially well for highly motivated interpreters at the pre-certification stage. Even seasoned interpreters benefit from mentorships that focus on such specialized areas as legal,

medical, or mental health interpreting. Long distance videotape mentorships are available for those mentees living in rural or isolated areas.

- RITC sponsored mentorships are contracted for 10 sessions and completed within three months. The topics, methods, and activities for mentorships vary, depending on the mentee's needs and the mentor's expertise. Mentorships are intense and usually include a combination of formal learning, videotape work, outside assignments, and observation.
- RITC pays each mentor \$150, which covers a portion of the mentor's fee. Every mentee is required to pay the mentor a minimum co-payment of \$50. The mentee's co-payment can exceed \$50, depending on what the mentor charges and how many mentees are sharing the cost of the mentorship. All fees and payment arrangements must be mutually agreed upon at the beginning of the mentorship by the mentor and mentee(s).

DEMAND/CONTROL THEORY AND ITS IMPLEMENTATION

SPRING 2004

As a part of the Mentoring II course at Northeastern University, we were required to read and discuss a tool/technique adapted by Robyn Dean for the training and mentoring of interpreters. Demand-Control Theory was first developed by R. A. Karasek beginning in 1979 as a job analysis method useful in studies of occupational stress and reduction of stress-related illness, injury and burnout. Robyn Dean, CI/CT, an interpreter at the University of Rochester Medical Center and Robert Pollard, Jr. Ph.D., a psychologist working at the same medical center, adapted this theory and coined the term D-C Schema.

Their adaptation is used to examine the nature of demands and controls in the interpreting profession. They identified four categories of job “demands” that act upon interpreters: environmental, interpersonal, paralinguistic, and interpersonal. They also identified “controls” that fit into the D-C schema. Controls are skills, decisions or other resources that an interpreter may bring to bear in response to the demands present in any given work assignment.

Upon my initial exposure to D-C Schema, I became quite excited and saw its immediate applicability to, not only any mentoring I may be doing, but to all the courses taught in

the interpreting aspect of our program. As I mentioned in the capstone report for the Master Mentoring Program:

“The last tool I will discuss had a dramatic impact on me. This is Robyn Dean’s “Demand-Control Schema” (D-C Schema). D-C Schema is a decision making tool. This is a tool I wish had been available to me 10 or 15 years ago. I can’t count the number of times while teaching interpreting, I would be faced with a question from a student to which my best response was “it depends.” This kind of response really left my students without anything useful. Demand/Control gives us the tools needed to analyze complex interpreting situations and identify the tools/controls one has at ones disposal. Also, one can identify what the restraints or demands are for any given situation. D-C Schema enables us to account for the complex situational, environmental, inter and intra-personal factors (the demands) and bring them into the decision making equation by matching them with the controls. Once these are identified the interpreter is left with options.

This is definitely a tool I will be applying to both my teaching and my mentoring!”

My implementation of this theory began immediately during Spring 2004. I contacted both Julie Bradley and Tina Campbell who were teaching the interpreting courses at Mt. SAC in my absence, and alerted them that I had come across something that they should consider applying, if possible, immediately. I shared with them some of the literature I had read about D-C Schema (see appendix).

After Tina and Julie had a chance to review these materials, we again discussed the application of D-C theory to the courses they were teaching. Their response to this new tool was very similar to mine. I contacted Robyn Dean and alerted her that Tina and Julie would be contacting her seeking out further resources. They subsequently made this contact with Robyn Dean.

Tina, Julie and I continued to correspond, bouncing around ideas about how D-C Schema could be applied. Tina and Julie began to apply D-C Schema to their teaching during the remainder of the Spring 2004 semester and made it an integral part of the courses they taught in the Fall 2004.

In addition, Julie and Tina saw that D-C Schema is also applicable to the mentoring they do for their working interpreters, especially the interpreters that are relatively new to the profession. They have since been using this decision making tool in helping to develop and enhance the skills of their interpreting staff.

As a follow up to learning and implementing Demand-Control Schema into our interpreting curriculum during the CIT conference in October of 2004, I attended a break-out session on Demand-Control Schema and afterwards met personally with Robyn Dean and discussed her theory and its applications.

Mentoring Project –Project Development

Throughout the Spring semester I worked on developing a mentoring project that I would then implement in the Fall. The purpose of my project was to create on-going opportunities for me to practice and hone my mentoring skills. I decided early on, that the site for my project would be Mt. SAC. I reasoned that since Mt. SAC was paying me to enhance my professional and instructional skill, it made sense to give back to Mt. SAC as I began putting to use the skills that the institution supported me in obtaining.

My project in a nutshell, was to mentor a minimum of six pre-certified interpreters that were part of the hourly staff of interpreters at Mt. SAC. This mentoring would take place during the Fall 2004 semester for a minimum of ten weeks between the first week of September and the third week of November. This is another of my sabbatical projects that required close collaboration between myself and the Staff in DSP&S.

Early on, I discussed my plans to use Mt. SAC as the site for my mentoring with Julie Bradley. She was pleased with this decision and agreed to lend her full support to my project. What follows is my project plan. Towards the end of the Spring semester I shared this plan in a meeting with Julie Bradley and Grace Hansen. They both lent my project their full support.

In the appendix I have included the entire project plan.

MENTORING PORTFOLIO DEVELOPMENT

SPRING 2004

INTERPRETING COMPONENT

During the course of my studies and projects, I developed a mentoring portfolio. The purpose of this portfolio was to collect my experiences and abilities as a mentor to qualify me as a mentor of Sign Language Interpreters.

Throughout the Spring 2004 semester, I focused on the interpreting portion of my mentoring portfolio. This portion serves as evidence of my proficiency as a Sign Language Interpreter. Like the Language portion of my mentoring portfolio, this evidence is in the form of samples of my interpreting work; however, at this point I had developed some skill at DVD development. Instead of an accompanying VHS tape, there is a DVD that contains the interpreting samples. To make everything in my portfolio accessible to the Deaf and Hard of hearing, anything spoken has an accompanying written transcription.

Following, you will find just the table of contents for this portion of my portfolio. The entire portfolio, including the DVD I developed, are in the Appendix.

MENTORING PORTFOLIO: INTERPRETING-SPECIFIC

COMPONENT

TABLE OF CONTENTS

- 1. Goals**
- 2. Rationale**
- 3. Training and Experience**
- 4. Context and Justification for Individual Samples**
- 5. Transcripts of All Interpreting Samples:**
 - a. Informal ASL is the dominant language**
 - b. Informal English is the dominant language**
 - c. Consultative ASL (educational setting) is the dominant language**
 - d. Formal English is the dominant language**
 - e. Consultative English (education setting) is the dominant language**
 - f. An interactive setting where both ASL and English are used**

Appendices:

- a. Vita**
- b. RID Current Code of Ethics**
- c. RID Proposed Revisions to the Code of Ethics. (2nd Draft)**
- d. Copies RID/ NAD Certification**

MENTORING MATERIALS ACQUIRED FALL 2004

During the Fall Semester, I used the same source that I found in the Spring (“the National Clearinghouse for Rehabilitation Training Materials”) and was able to add the following titles to resources that will be used to train and mentor interpreters. As with the materials obtained in the fall, these are not copy written and copies will be available for the instructional aspect of our program, the DSPS inventory of resources for working interpreters’ professional growth, and to the Language Learning Center.

All in Due Time: Perspectives on Childbirth from Deaf Parents: PART I

This CD-Rom set contains information from 3 sets of deaf parents who share their experiences surrounding the birth of their children from home birth to caesarean section. It provides summaries of the interviews. This material is an excellent resource for receptive skills practice and medical interpreting., 2 CD-ROMs, (contains free downloads for Acrobat 5 and QuickTime 5 to be able to utilize this program), College of St. Catherine-RSA Region V Interpreter Education Project (2003).

All in Due Time: Perspectives on Childbirth from Deaf Parents PART II

This 2 CD-Rom set contains information from 3 different sets of deaf parents who share their experiences surrounding the birth of their children from home birth to caesarean section. It provides summaries of the interviews. This material is an excellent resource for receptive skills practice and medical interpreting., 2 CD-ROMs, (contains free downloads for Acrobat 5 and QuickTime 5 to be able to utilize this program), College of St. Catherine-RSA Region V Interpreter Education Project (2003).

Educational Interpreting Series: H.S. Level: Kim Mihan: Deaf Presenter

This video simulates a high school lecture being presented by a deaf teacher. The presentation, given by Kim Mihan, focuses on dialogue journals as part of the Language Arts Curriculum. It is designed to provide educational interpreters with ASL to English (voice-to-sign) skills development and for interpreter educators, sign language educators and sign language students., VHS, Color, ASL without voice over, 9 minutes, Region X Interpreter Educ. Center-Western Oregon University (2003).

By the Book: Interpreting an Intake in a County Jail This CD-ROM was developed to introduce interpreters to the scenario of interpreting for a deaf consumer in the jail intake process and provide a sense of what a booking entails. This CD can be used for consecutive and simultaneous interpretation. This resource can give interpreters access to the questions that will be asked and have a general sense of how the staff will relate to the inmate. The CD itself is designed to guide you through the process of interpreting a booking. It includes considerations for how to prepare for entering the facility, and what to expect in the interpreting situation itself. Transcripts are included on the material. Captioning option can be chosen if desired. Software requirements: Acrobat Reader 5.1, and QuickTime 6 (Free installation on CD).College of St. Catherine; CD-ROM, Color (2004)

RECEIVING MENTORING

FALL 2004

Throughout the previous Spring, I studied a whole new approach to mentoring. Now it was time to apply that approach and my project gave me weekly opportunities to do just that; however I missed being on the receiving end of this mentoring approach. By being on the receiving end of this mentoring approach, I could experience first-hand the benefits of a “mentee centered”/ Vygotskian approach.

During the Fall semester, on my own initiative, I sought out opportunities to be mentored both on my interpreting and on my mentoring. The first opportunity for this came in the form of a break-out session at the CIT conference in October. At this session, I received mentoring on my interpreting. As a result of my participation in that session, I made a contact that led to a mentoring session in which I was being mentored on my mentoring.

BEING MENTORED ON MY INTERPRETING

CIT CONFERENCE, OCTOBER 2004

My first opportunity came in October, when I attended the Conference of Interpreter Trainers (CIT) conference at Gallaudet College in Washington D. C. CIT is the only national organization for teachers of Sign Language Interpreting. Their Mission Statement states that:

The mission of the CIT is to promote quality education for interpreters working with American Sign Language and English (including English influenced forms of signing).

As a professional association of interpreter educators, the CIT

- *provides opportunities for the professional development of interpreter educators;*
- *serves as a vehicle for sharing information among interpreter educators;*
- *promotes high standards in institutions, faculties, programs and curricula for the education of interpreters;*
- *advocates for research relevant to the practice and instruction of interpretation;*
- *encourages collegial relationships with professionals in other related disciplines and organizations.*

The CIT welcomes participation by other educators of foreign signed languages, foreign spoken languages and other professionals who feel an affinity for our goals and an interest in our activities.

Having heard that Robyn Dean would be at CIT presenting her Demand/Control Schema, I had made plans early on to attend CIT. I then heard from one of my classmates in the Master Mentor program, Dr. Judy Kegl, that there was going to be a break-out session on, “**Mentoring Through Process Mediation.**” Unbeknownst to me, there had been a group of prominent interpreting educators who had been meeting over the past two years to hone and refine their skills in a Vygotskian approach to mentoring interpreters. Their session at CIT was designed to demonstrate how they analyzed mentoring sessions using Vygotsky as the standard of the most correct approach.

The description of this session from the conference bulletin listed the following presenters:

Mentoring Through Process Mediation: Practice and Theory of Getting in the Zone

Lianne Moccia, Kate Eifler, Cass Harvey, Jenifer Raney, Anna Perna, Margaret Haberman, Cindy Herbst, Mike, Labadie, Joan Wattman, Trish Yachimski, Amy Williamson-Loga, Judy Kegl, Marina McIntire, Alice Harrigan and Betty Colonomos

I was familiar with many of the names listed as presenters in this session. In particular, I was familiar with my classmates, Judy Kegl and Betty Colonomos, who are very renowned in our field, and two interpreter educators who had spent some or all of their careers in Southern California: Marina McIntire, who is considered an interpreting “guru,” and Cindy Herbst, who holds a similar position to mine at Pierce College in Woodland Hills.

Judy informed me that they needed a “guinea pig.” They needed someone who would be willing to be mentored in front of all these prominent people in a room full of conference participants. The mentoring session would take place first and then that mentoring session itself would serve as the “data” that would launch a discussion on the applicability of a “protégé-centered” – Vygotskian mentoring approach. At first I cringed at the thought of having my interpreting work displayed and scrutinized in such a public forum, but seeing the potential benefits to my own pursuit of becoming a better mentor, I agreed to be their “guinea pig.”

To begin the mentoring session, they wanted to first display a sample of my interpreting. This sample would be used as a basis for the mentoring session. I chose the “Consultative ASL-Dominant” sample from the Interpreting portion of my mentoring portfolio⁵ to serve this purpose.

It wasn’t until I walked into the break-out room, that I found out who would be my mentor. It turned out to be Marina McIntire. Although Marina and I were acquainted,

⁵ See the Appendix under “Mentoring Portfolio-Interpreting Samples” for the DVD clip of this sample

we had never worked together. Due to her reputation in the interpreting community, it was hard for me not to feel intimidated. I was, however, able to put these feelings aside and was also able to ignore the fact that we were sitting in a room filled with other professionals who would soon be looking at my work. I was there to learn something about my interpreting and about the process of mentoring and that is what held my focus.

You can find this session between Marina and myself described in writing and on the DVD in my Mentoring Portfolio: Mentoring Portion, “**Mentored on my Interpreting (DVD and Transcript).**”

I found participating in the session extremely helpful to my own understanding of the mentoring process. In addition, through being mentored, I gained insight into my own interpreting. A side benefit of attending this session, is that I became aware that I had a colleague in Southern California who was familiar with mentoring via Vygotsky. This person was Cindy Herbst. Cindy and I have been acquainted for some years (at least 20). We would see each other at interpreter gatherings, workshops and conferences, and have had a few opportunities to work together over the years. When I became aware that Cindy could be a possible resource in developing my mentoring skills, I approached her and asked if she would be willing to mentor me on my mentoring.

Cindy has always been such a sweetheart. Without hesitation she agreed to mentor me, but stipulated that if she was to mentor me, I was the one who would have to do the driving out to the valley to meet with her.

BEING MENTORED ON MY MENTORING

SESSION WITH CINDY HERBST, RESEDA CALIFORNIA, NOVEMBER 2004

Once I had obtained a mentoring sample that I felt would be a good basis for a session with Cindy Herbst, I contacted her and we made arrangements to meet. Cindy, at the time, was between residences, having just purchased a home. For this reason, we met at the home of her parents. I knew Cindy to be a “CODA” (child of a deaf adult), but until this session had never had an opportunity to meet her parents. I had a brief chat with her parents before and after the mentoring session and found Cindy’s parents to be very gracious.

I had selected a DVD video-clip of a mentoring session I had with a pre-certified interpreter for Mt. SAC. In the course of the session, the mentee had an emotional moment that, without warning, brought some tears. I very much wanted Cindy to mentor me on how I handled this emotionally charged moment.

The session with Cindy went extremely well and was well worth the drive. The mentoring session that I had asked Cindy to mentor me about, was one that had brought some tears, and although this wasn’t the only focus of the entire session, it is one in which I was, with the support of Cindy’s scaffolding, able to reach a +1 advancement.

Together we watched a video of the mentoring session that included the tearful segment. I conveyed to Cindy my own dissatisfaction with how I handled this show of emotions. I had said something about “it’s a lonely job” when the mentee didn’t even hint about loneliness being an issue. I had also went off on my theory of why tears flow during sessions like this which was much more my agenda than the mentee’s. At one point, Cindy asked a question that hit upon my zone. What follows is a transcript of that part of my session with Cindy. I included it here because seeing the process we went through to get to the growth stage is as significant as the growth itself.

You can find both the mentoring session I had with the Mt. SAC interpreter and the mentoring session I had with Cindy in my Mentoring Portfolio: Mentoring Portion.

- The mentoring session with the pre-certified interpreter is labeled: “**Mentoring a Pre-Certified Interpreter (DVD).**”
- The mentoring session with Cindy in labeled: “**Mentored on my Mentoring (DVD).**”

Instructional Session on Mentee Centered Mentoring November 2004

Presenter: Bob A. Stuard
Participants: Julie Bradley, Mt. SAC Interpreting Specialist, DSP&S
Tina Campbell, Mt. SAC Staff Interpreter, DSP&S

Towards the end of my Master Mentoring program and my pilot mentoring project, I felt confident that I truly had gained enough knowledge and practical experience in mentoring using a Mentee-centered philosophy that I was ready to share this with others.

I arranged a training session with Julie Bradley and Tina Campbell. During this session I shared with my on-campus colleagues in DSP&S the benefits of a mentee-centered approach and the applicability of Vygotsky's learning theory to this approach.

We met in one of the testing rooms in the DSP&S office. I had requested that we have the ability to display DVD video during the session. Along with my description of this approach as a result of developing a Mentoring Portfolio, I was able to demonstrate actual mentoring sessions in which this approach was applied. As a spring board for discussion, I showed a mentoring clip that I had gathered during my mentoring project. The mentee was none other than one of the hourly interpreters employed by Julie and Tina to do classroom interpreting at Mt. SAC. This was also the interpreting sample I had used as the basis for receiving mentoring on my mentoring from Cindy Herbst of Pierce College. I had also included the session with Cindy as part of my portfolio. I was able then to show this session with Cindy and they were able to gain further insight into

this approach by watching a session conducted by a mentor with much more experience with this approach than I had.

Julie, having a background in counseling, saw many parallels between this approach and counseling approaches she had learned. Both Tina and Julie saw the potential benefit of this approach. One concern they had was how time-intensive the approach tends to be. It can take several sessions before a specific interpreting area is identified. We all agreed that this is only one of many acceptable approaches. There are times when a more direct/didactic approach would better meet the needs of the interpreter and the needs of the institution which employs the interpreter.

This training session went extremely well. As listed in "Benefits to the College," increased collaboration between DSP&S and the Sign Language Interpreting Department was one of the most profound benefits of my sabbatical. This session serves as further evidence of the benefits of that collaboration.

Mentoring Project

You can find all the details about my mentoring project in the appendix "Mentoring Project Proposal." To briefly reiterate here, I conducted a project in which I mentored six pre-certified interpreters who were part of the Mt. SAC interpreting staff. This mentoring took place over a 12-week period during the Fall 2004 semester.

I maintained a regular schedule in which I met with my six mentees face-to-face for 1-2-hour meetings every other week and during the intervening week I had some sort of contact with them via the phone or email. This pattern worked quite well with the exception of one mentee who had missed some appointments. (My absence during the CIT conference did require some rescheduling, but the above pattern was fairly consistent.)

In the initial stages of mentoring, all of my mentees expressed a desire to work on voicing skills in general. In response to this, I made available to them all a resource that they could use to gain more voicing practice at home. The title of this resource is: Comparing ASL and English Features: Implications for Voice Interpreting. It consists of a workbook and videotape and is available through NCRTM. I gave some suggestions for activities that would utilize these resources, but left it up to my scholars to decide how using these resources would best benefit them.

Four mentees progressed very quickly to the stage of analyzing samples of their own interpreting and from these, identifying patterns. In three of these cases, the focus had been on Voice-to-Sign Transliteration and for one it had been on Sign-to-Voice Interpretation. We jointly developed skill building activities that addressed these patterns. In the case of the remaining two scholars, one got a late start and had missed appointments as mentioned above and the other one had some profound interpersonal, but interpreting related, issues that needed to be addressed before we could even begin to work on skill development.

MY GROWTH AS A MENTOR

I could characterize my growth as a mentor over this period of time with one word: PATIENCE. Once my project got into full swing, I had some expectations that, within no time, mentees would be focused on specific skill areas. As it turned out, all my sessions have been fruitful in helping to identify areas that need attention, but those areas, (zones) were not always in the realm of skill development. I have had to learn once again that the journey is the mentee's, not mine, and that by starting in a place where they were not even at or heading in a direction that isn't of their choosing would be totally pointless.

Another way of characterizing my experiences would be the iceberg analogy. The practice of mentoring, even more than the study of mentoring I've been engaged in over the past year, has revealed even more dramatically that I have only really succeeded in scratching the surface of this very complex process. There are some basic tools that I grew accustomed to using (listening, reflecting, open ended-question asking . . .), but the

deeper skills of “ZPD Detection” and of “Scaffold Construction” are ones that I applied, at best, on a hit or miss basis.

TWO MENTEES AND THEIR JOURNEYS

To give you an idea of how this mentoring actually played out, I want to highlight and contrast two of my mentees and the progress they made. By these two accounts, one should get a sense for the range of experiences I had over the course of my mentoring project.

I will refer to these two mentees as J and E. There are several things that J and E have in common: they were both my former students, they both were pre-certified with a goal of taking the RID test, I had intermittent contact with both of them since their graduation from our program and had been able to follow their careers since that time, and finally they both ended up back at Mt. SAC as hourly staff interpreters. Other than both being female, this is where the similarities cease.

E AND HER JOURNEY:

Let's focus on E first. Her background coming into mentoring is as follows: She is married and a mother of 5, all kids still at home with 3 college-aged and two elementary-aged who are adopted children with Downs-syndrome. She is a returning student who started learning to interpret in her early to mid 40's. She ended her formal training when she graduated from our program. Upon graduation, she began working primarily as an oral transliterator and had just started doing more signing transliteration.

E and I spent most of our time during our first several mentoring sessions getting reacquainted. E did mention wanting to work more on her sign productions. She had looked at some old tapes from her interpreting classes and felt that some patterns that she became aware of during her time as an IPP student still plagued her. We talked about taking a fresh look at her work, and, although she felt this would be a good idea, whenever the topic of being taped came up she seemed resistant. In fact, she would find some way to change the topic.

At our third session, E came in and within minutes was in tears. She was really on the verge of a crisis. E had had some recent experiences that had caused her to severely doubt her ability to interpret. This is what E first began sharing about; however, in the course of the conversation, it became apparent that the real issue was that E had overburdened herself with too much work at too many colleges. This was causing her to feel less than effective in all aspects of her life, not just interpreting. As she gained perspective through the mentoring session, she was able to formulate a plan that would help restore balance in her life.

The next session was basically a debriefing of the previous emotionally charged session. E had taken some positive steps in getting a better handle on her schedule and her life and, to my relief, was feeling much better about herself overall. She had really done “a 180,” transitioning from the previous session in which she had asked me in desperation,

“What am I doing this (working as an interpreter) for?” to telling me in the next session, “I love this field!”

Towards the end of this session, we talked about what directions she wanted the mentoring to take. She returned the focus back to her sign transliterating work, and we agreed that at the next session we would capture a sample of her work for analysis. At the next session E came in ready to talk about anything but being taped. I let her take the conversation where she wanted it to go, and we covered a myriad of topics, most of them circling around her future plans for next semester and her decision about where to work. Previously, we had agreed to tape her work, so I finally brought this up. She said, “Yes, we should do that,” but, at the same time she was still very hesitant. I didn’t push but gave her time to explore her hesitations. When at last I said we still had just enough time left if she wanted to be taped , she said, “Okay, let’s go for it!”

I left the room while she was being taped and neither of us had time to discuss the taping, but she did leave with tape in hand. A few days later, I emailed her to compliment her for her courage in being taped at all, and let her know that now it was completely up to her what we did with the tape.

At our next session, E brought her tape in, but we never got around to looking at it. Instead, E was excited to share with me the impact that taking a fresh look at her work had had on her. Initially, she had been extremely reluctant to even look at her tape, but

felt she needed to before our next session (even though I told her we could just throw it away if she wanted to).

Just the experience of seeing her work alone had served as a tremendous boost to her confidence and gave her a much clearer picture of her true capabilities. I think what impressed her the most about seeing herself was that all the internal processing and self-doubt that went on inside her head were not visible at all in her interpretation, and in fact, to use her words, "Most of the time I'm getting the message across pretty well." She had prepared herself for the worst, but, instead, walked away from the experience with a much more realistic image of herself as an interpreter.

J AND HER JOURNEY:

Now let's shift our focus to J starting with her background. J is single and young, in her early twenties. She graduated from our program and then transferred to a University and earned a BA degree in Deaf Studies with an emphasis in Interpreting. J had some experience interpreting as a trainee at the University while earning her BA. Upon graduation, she continued her work as a college-level interpreter at our college.

In our mentoring, J never exhibited a need to explore any of the emotionally charged issues that characterized many of the sessions with E. She was always ready to address her work and we were able to capture a fresh sample of her work during our second session together. She had no hesitancy in looking at her work or in letting me see it. At her third session we sat down and watched her work together.

My past experience has shown me that it is sometimes helpful for me to have interpreted the same source that was used to create a sample for a student or mentee. Before this session, I taped myself transliterating the same source material that I had taped J interpreting for her sample. I had watched my interpretation of this prior to our session. After watching J's sample together, she pointed out the mistakes she had made interpreting some of the statistics in the tape. I asked some questions about the when and why of this pattern; she was able to narrow down part of the problem to a retention issue. As she put it, "there is no way to conceptualize numbers; you need to remember them verbatim."

Having interpreted the same source, I was able to share with her that I too made one similar error with one of the statistics and knew that number retention was a challenge for me as well. Since we had hit upon a shared pattern, we agreed to work together on developing a process that would address this pattern. At our last session we ironed out what we thought would be good practice for number retention and began practicing this together.

"WHERE YOU'RE AT DOESN'T NECESSARILY REVEAL WHERE YOU'VE BEEN"

If one were to look solely at the end point of my mentoring thus far in the cases of E and J, it would be easy to conclude that much more progress had been made with J. After all, in J's case, we had already captured a fresh sample of her work, analyzed it together,

identified a pattern that we could address, and began work on addressing this pattern. In E's case the furthest we got in terms of addressing specific patterns in her interpreting work was to capture a sample of her work. She did take a cursory look at this sample, but no real analysis of patterns had been done, much less addressing any specific pattern.

Having read the progression of both E's and J's mentoring, you can see the folly of making such a conclusion based on solely looking at the end result without taking into account where each interpreter began their journey and the different routes that each interpreter took through their mentorship. It is difficult to evaluate what is actually accomplished in mentoring, but I could make a strong case that much more was accomplished in my mentoring of E even though, on the surface, it appears that J and I progressed further.

As I titled this section, 'where you're at doesn't necessarily reveal where you've been' and neither does it determine where you will go. It should be interesting to see what direction both E and J take as they continue their individual journeys.

Mentoring Project-Feedback Form

EXPLANATION: Midway through my project I distributed a feedback form. Of the five forms returned (one mentee failed to return the form) I received high marks across the board. One of my mentees returned her feedback for electronically via email. I have included it here as a sample of a completed form.

Dear Mentee,

Please fill out this form and return it to me as soon as possible.

Thanks,
Bob

	Yes	No
Did the mentor ask more questions than gave answers?	X	
Did the mentor ask Wh questions?	X	
Were the mentor responses tied to your comments?	X	
Did the mentor allow time for silent reflection?	X	
Did you feel in control of the discussion?	X	
Did you fully engage in the discussion?	X	
Did the mentor spend more time giving feedback than asking questions?		X
Did the mentor make comments that helped you see a new, or broader perspective?	X	
Did you discover something new about yourself or your work?	x	
Did you finish the session with an understanding of what your next step will be?	X	
Did you create your own plan for that next step?	X	
Were you satisfied with the mentor's work during the discussion?	X	
Were you satisfied with your own work during the discussion?	X	
Did you feel the mentor/mentee was practicing a mentee-focused approach?	X	

Evaluative Statements	Never True	Seldom True	Usually True	Always True
I feel supported and safe during mentoring sessions.				X
I feel I have clear goals for mentoring.				X
I am making progress in achieving my goals.				X
Receiving mentoring is helping me become aware of my own interpreting process.				X

I feel the mentor treats me as an equal, as a colleague				x
---	--	--	--	---

Please feel free to make Other Comments Concerning Your Mentoring on the back of this sheet

SAMPLE FEED BACK FORM COMMENTS ON THE BACK OF THE FORM

EXPLANATION: E, the mentee who had about determined that she would quit the field of interpreting prior to one session but then through mentoring decided that she still loved the field in spite of its challenges wrote the following:

This whole process could not have happened at a better time for me. There is so much more to this job than the interpreting process itself. This experience has helped me to understand that. I feel so fortunate to have had such a safe place to express my feelings with a person that understands what I'm going through.

Another mentee commented:

This approach between the mentor-mentee was successful. He shows patience and listens to what I said. Among mentoring activities was videotaping. This helped me to see where improvement is needed. His suggestions helped me to be or keep aware of tendencies during interpreting or voicing.

This concludes my report on my mentoring project. I have many more materials available upon request, including a weekly mentoring log.

MENTORING PORTFOLIO DEVELOPMENT

FALL 2004

MENTORING PORTION

The final segment of my portfolio was developed during the FALL 2004 semester.

Taken as a whole my mentoring portfolio could stand alone as evidence of all I accomplished during my sabbatical. Not only did I undertake a course of study developing a very complex and involved professional/interpersonal skill, but I actively applied this skill. That knowledge and application is captured within the text and video samples of my interpreting portfolio.

This segment provides evidence of my experience and ability as a mentor for sign language interpreters. Like the other two segments (Language and Interpreting), this evidence is in the form of video samples (in this case, of my mentoring and being mentored) and like the interpreting portion the samples are collected on a DVD. Also like the previous segments, anything that is spoken on the DVD is transcribed in order to make my portfolio accessible to the Deaf and Hard of Hearing.

My entire Mentoring Portfolio (minus all the written transcripts of what is captured on video), including the accompanying and DVD's, are included in the appendix. To give the reader a feel for the scope of my portfolio, see the following table of contents.

Bob A. Stuard
Master Mentoring Program: ASL Interpreting
PORTFOLIO: MENTORING-SPECIFIC COMPONENT

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Samples Receiving Mentoring

- **Mentored by a Fellow Classmate (on-line IM dialogue)**
- **Mentored on my Mentoring (DVD and Transcript)**
- **Mentored on my Interpreting (DVD and Transcript)**

Appendix:

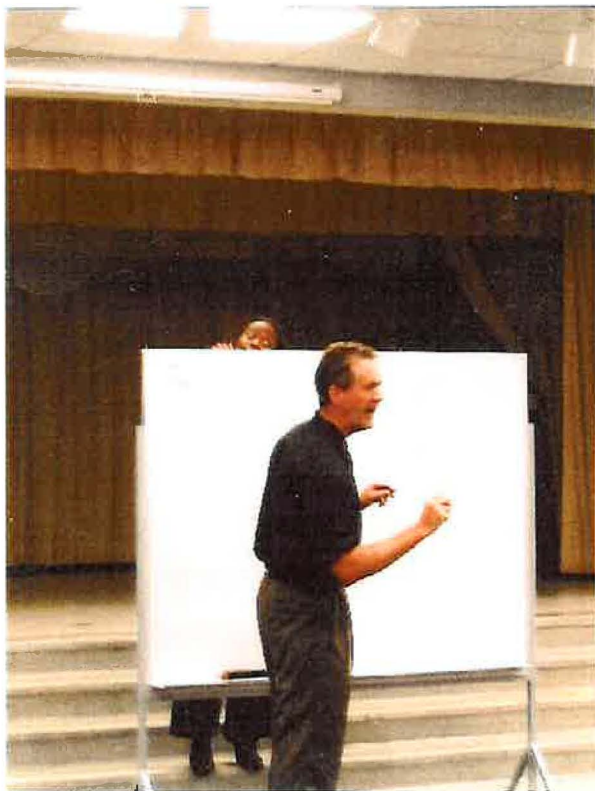
Mentoring Samples Transcripts

**Teaching Sign Language
The Entire 5th Grade
Quail Summit Elementary, Diamond Bar**

In October of 2004, I accepted an invitation to hold a sign language introductory session at Quail Summit Elementary School in Diamond Bar. Having more flexibility in my schedule, I was able to accept this invitation.

After their lunch period, all the fifth grade students were herded into the auditorium for a session on learning about ASL and Deaf people. It was a great session and one of the most rewarding things I did during my sabbatical (even though it wasn't in my initial proposal).

I have included a copy of the thank-you card the students made for me. It consisted of one page of photos from that day and three pages of notes/signatures from the students.



Thank you very much
for teaching us sign language.
From: Evoni

Thank you Mr. Stuard for
teaching us sign language.
Kevin Su

Thanks a bunch for
teaching us sign language.
Alyssa

Thank you for
teaching us sign language.
Katie

Thank you
very much
for teaching
us sign language.

Thank you
for teaching us sign language.

Mr. Stuard,
Thank you
very much
for teaching us sign language.
Willa

From: Joann
Chang

Thank you so
much for teaching
us sign language.
From: Julia

Thank you for teaching
us sign language.
Thank you for teaching
us sign language.
Reidyn Smers

Mr. Stuard,
Thank you
for teaching us sign language.
Socorro

Thank you for teaching
us sign language.
Joy Power

Thank you for
teaching us sign language.

Thank you for
teaching us sign language.
Julia

Thank you for
teaching us sign language.
Richard King

Dear Mr. Stuard,
Thank you so much
for teaching us sign language.
Tiff

Dear Mr. Stuard,
Sign language is
cool, Thanks for
teaching me. - Lisa



Thank you for
teaching us sign language.
Richard King

Ricky
thanks

Dear Mr. Stuard,
I love how you
taught us sign language.
U rock! Thank you
for teaching us sign language.
MEGAN WAG

Thank you
for teaching us sign language.
Mr. Stuard
Thank you
for teaching us sign language.
Alyssa



Thank you for teaching us
sign language.

Dear Mr. Stuard,
Thanks for
teaching us
sign language.



Dear Mr. Stuard,
thanks for visiting
us and teaching us sign
language.
KEVIN HUNG

Thank you for
helping us!

Dear Mr. Stuard,
I loved how you
taught us sign language.
U rock! Thank you
for teaching us sign language.
Alyssa
Ajumi
Geshimoto

Thank You
Mr. Stuard!
BRYANT

Mr. Stuard,
Thank you for
teaching us sign language.
JULIE KEONG

Thank you for teaching us
sign language.
I could
talk without
my hands.
Julia

Thanks for teaching
us sign language.
Cool.
From Sara
Thanks
Kyla

Thank you for
teaching me!
Sarah

Thanks For
Teaching
Us Sign L
-Kir

You made learning sign language sooo fun to learn about! It was kind of you to spend your time teaching us sign language.

Sydney Chu

To: Mr. Stuard
Thank you so much for coming to Quail Summit EL to teach us sign lang.

Collin S.

Thank you for teaching us sign language very much I mean,

Ed M.

I thank You Stuard for sign language everybody

thank you for teaching us sign language Kevin H

Thank you for teaching me American Sign Lang. You made it so fun. YEA Now I know how to spell

MY Name in Sign Language

Salesme Monterja

Thanks Mr. Stuard, it was great to learn sign languages with you.

Hunter

Thanks a lot for teaching me sign language! I learned a lot, and I hope a deaf person can understand me someday.

Pamela Leves

(Pamela Leves)

Thanks for teaching me sign language it was confusing but I always wanted a paper that showed it.

James McCreary

Thank for teaching us sign language I hope you can come back some day. I hope you can be a full time teacher because my sister would want to learn sign language to. your friend, Samantha Ortega

Mr. Stuard: Thank you for spending your time with us.

Christopher Chu

Mr. Stuard: I hope you keep your job because it helps other people live. God bless you!
Student, Jennifer Huang

Thank you for teaching us sign language because you could learn another language

Thank You For Teaching Us Sign Language I know it will continue in use!

Dama Pan

Thank you Mr. Stuard Mr. Stuard for your visit and Christian the sign language you taught our class.
Erin

Rattan Jot
Thank you for teaching us sign language

Just get used to me!

Thanks for you rock, Mrs. Stuard Love Therina

Sign language rules thanks for teaching it to us!

Thank you for teaching me sign language

COLIAMA

Thank you Mr. Stuard for showing the study hall activity it was very fun how you showed us how to sit with

Peace and Movement thank you so much it was fun
Shyam K

Thank you

Thank You Mr. Stuard for sharing your sign language with us
Mahn Mach

Sign language is so fun! You're such a good teacher. I admire you.
Winnie Cheng

Thank you Mr. Stuard for sharing some wonderful sign language with us.
Sara Hashe

Thank you Mr. for teaching sign language. I had a lot of fun. I love it.

Thank you for teaching us sign language Mr. Stuard
Dorothy
Ryan Liang

Thank you for teaching us sign language. I really enjoyed it.
Alice

Thank you! Thank you for teaching us sign language Mr. Stuard
James Griffith

Thank you for teaching us sign language.
Sarah

Thank you very much for sharing some interesting sign language!
Audrey Fran

The experience to do sign language was great! Thanks
Joshua
Thank you Mr. Stuard for taking to share sign language!
Oscar Chan

Thank you for teaching us.
Michael To

Thank You for teaching us sign-language. It was GREAT!
Katie Jago

I didn't know there were different sign language!
Thanks
Daniel

Mr. Stuard, Thank you sooooo much for your-time with us. I really learned a lot and we appreciate everything

Thank you for teaching me sign language. It was hard but I learned a lot from you.
Thanks Mr. Stuard for teaching us it was great from your wife

Thank you for teaching me sign language from Kimbelle

Thank you Mr. Stuard for taking your time for us!
Madison

Thank you Mr. Stuard for teaching us sign language so much for teaching sign language.
Jordan
Thank you for teaching sign language. You have a great class.
Vanessa

Thank You so much for teaching us sign language. I enjoyed and learned how to spell my name! I really appreciate what you did for us.

From Andrew Jann

Thank you Mr. Stuard so much for teaching us sign language

Thanks Mr. Stuard for teaching us American Sign Language. I have Mom copy them, so a in my family can have them.
Learn

To Mr. Stuard some sign language please come back
Thank you again
To Mr. Stuard - Pejae Chai

CONCLUSION

SUMMARY OF BENEFITS TO THE COLLEGE

- **INCREASED THE QUALIFICATIONS OF A TENURED PROFESSOR**

The most important and probably the most enduring of all the benefits to the college resulting from my sabbatical is that this experience has made me a better professor. Each time the college hires a full-time professor, they make a tremendous investment in that individual. At the time they are hired, new professors are undoubtedly qualified and successful completion of their tenure requirements verifies these qualifications. In my case, I see my sabbatical as an additional investment that the college was willing to make to ensure that I stay current and qualified. In this report, I am confident that you have found this investment has more than paid off. This report serves as evidence of how I am more current in my field and more qualified as a direct result of my sabbatical.

Specific areas of my professional growth follow:

1. **I became more current in my discipline:** Through the course of my studies, interactions with fellow students (many of whom were also teachers of Sign Language and Sign Language Interpreting), participation in conferences (CIT) and professional meetings (RITC) and (CAN)), I was able to become much more current in the fields of Interpreting, Interpreting Instruction, and ASL Instruction.

2. I increased my professional contact on a national level: Since the courses I took were offered on-line, my fellow students were spread out across the United States from Seattle, Washington to Gorham, Maine. Several of these classmates were working professionals and professors in the field (with Dr. Judy Kegl of the University of So. Maine, being the most prominent). My sabbatical activities substantially increased my network with other interpreting professionals throughout the nation.

3. I gained and honed my ability in developing DVD's: In the process of developing my "Mentoring Portfolio," I developed several DVD's. These DVD's serve as evidence of my qualifications as a mentor and contain interpreting and mentoring samples.⁶ These DVD's are complete with menus that allow immediate access to chapters.

Teaching Sign Language and training interpreters makes our program reliant on video materials. It won't be long before videotapes are completely obsolete. The skills I gained in DVD development will definitely be utilized in my courses and in our program. I have become competent enough in this skill to even instruct my colleagues in DVD development.

4. I have an increased awareness of the potential application of distance learning techniques and have begun applying these techniques. Having completed two programs of study via distance learning, I am now much more

⁶ See appendix for copies of these DVD's

aware of and see much more potential in distance learning. Our college recently purchased “Black Board” course management software. This is the same software that was used for my Master Mentoring program at Northeastern. I used to think that distance learning would not be very applicable to our program (How can you learn to sign or interpreting on-line?), but now having been on the receiving end of this type of instruction, I see many applications.

With this changed attitude towards distance learning, I have taken steps to integrate distant learning techniques into my teaching. Starting in August 2005, I began to explore and apply these techniques to some of the regular courses I teach. With the help of Paul Kittle from our distance learning department, I have developed a Web Board for my Interpreting Practicum course. Also, I am now open to the possibility of offering distance learning courses through our department.

- **ACQUIRED SKILLS AS A MENTOR USING A *VYGOTSKIAN*-STYLED, MENTEE-CENTERED MENTORING APPROACH**

The primary emphasis of my Master Mentor program through Northeastern University was to teach us to mentor in a style and approach drawn from the work of Russian psychologist, Lev Semenovich Vygotsky. Vygotsky’s work initially focused on the child as the learner, but his work can also be applied directly to adult learners. In this case the application was to mentors mentoring sign

language interpreters. This approach is learner/student/mentee centered in which the mentor teams with the mentee in a mentoring process in which the mentee takes the lead and guides the process. This approach reminds me of what I learned under Langford.

As I am usually the department chair of our department, I often find myself in the role of counselor, support, and mentor for students going through our program. With these enhanced mentoring skills, I will better serve my department and the college. Also there is much about this approach that is directly applicable in the classroom. The mentoring skills I learned during my sabbatical will also enhance my teaching by making me more responsive and in-tune with my students.

- **ADDED TO THE PROFESSIONAL CREDENTIALS OF A TENURED PROFESSOR**

Through my sabbatical studies I was able to complete two professional development certificates.

These are:

1. Master Mentor- ASL, Northeastern University

2. Teaching American Sign Language/Teaching Interpreting, University of Colorado at Boulder⁷

These credentials are significant since they verify the completion of academic work within my discipline. I possess a BA in Linguistics and a MBA along with

⁷ See appendix for a copy of these certificates

national certification as a Sign language Interpreter, but prior to the completion of these two programs, I lacked academic certification that related directly to my discipline. These two post-graduate certificates in professional development give me the academic certification that I was lacking.

- **MENTORING SERVICES PROVIDED TO MT. SAC'S DSP&S PROGRAM (FALL 2004)**

As a result of my sabbatical activities, six pre-certified interpreters employed by the college received mentoring services throughout the Fall 2004 semester at no cost to them and at no additional cost to the district. My mentoring of college employees was a direct way for me to “give back” to the college for sponsoring my sabbatical.

- **REVISED LEARNING OBJECTIVES AND ASSESSMENT APPROACH**

For the final project in my assessment course taken in the Fall 2004, I developed a completely new set of learning objectives and reworked my approach to assessment for the SIGN-86, ASL Structure Course. The major assessment revisions were in the area of collaborative activities and journal development.⁸ Upon my return to campus, I applied these changes to this course in the Spring 2005.

⁸ See Section I, Studies, Assessing ASL Language Skills

- **INCREASED COLLABORATION BETWEEN DSP&S-DEAF & HARD OF HEARING SERVICES AND THE SIGN LANGUAGE INTERPRETING PROGRAM:**

In my initial sabbatical proposal, I mentioned that it was my hope that my sabbatical would provide opportunities to work more closely with DSP&S and specifically with Julie Bradley, who at the time was the Interpreting Specialist for DSP&S. Although you would think that given the relatedness of what our programs do, there would have already been a large degree of collaboration between our two programs, this was definitely not the case. I am at a loss to explain why that collaboration never really developed, but it never did. There was some kind of ideological or logistical barrier that prevented this collaboration. As I mentioned in my "Pilot Mentoring Project Proposal"⁹:

Although we share common interests and philosophies, the Sign/Language Interpreting department and Deaf Services area have seldom collaborated and worked together on anything. Our shared interest in increasing mentoring opportunities along with my Sabbatical in the Fall 2004, and my continued enrollment in the Master Mentoring Program combine in creating a perfect opportunity to begin addressing the need of mentoring interpreters employed at Mt SAC, many of whom are graduates of our ITP.

I am pleased to report that during the course of my sabbatical, there was much more collaboration, dialogue, and sharing of resources between the personnel within these two departments than there had ever been throughout my tenure at Mt. SAC. The primary reason for this was the cross-fertilization that occurred as a direct result of my sabbatical. My Mentoring Project was specifically designed to mentor interpreters working for our DSP&S program which put me within their

⁹ See Project Activities, Spring 2004, Mentoring Project Proposal

program. At the same time, the two individuals who more or less run the Interpreting Services aspect of DSP&S were teaching the interpreting courses that I normally teach, putting them within my program. In a figurative sense, we were all “taking a walk in each other’s shoes.”

I feel strongly that the collaboration experienced between these two programs, as a direct result of my sabbatical, will yield benefits to both programs in years to come. At the same time, it is easy to point out some positive benefits that have already occurred. These follow:

1. The implementation of Demand/Control Schema into both how we train interpreters and how we mentor and support working interpreters.
2. The crucial role that the DSP&S program played in the development and implementation of my Pilot Mentoring Project. The key players here were: Grace Hansen, Director; Julie Bradley, Interpreting Specialist; and Tina Campbell, Staff Interpreter.
3. The mentoring training session that I conducted with Tina Campbell and Julie Bradley in November 2004 in which I was able to instruct Tina and Julie on the Vygotskian mentoring approach I had learned and implemented with their interpreting staff.

4. Increased familiarity and trust. One piece of evidence for this is that upon my return from my sabbatical, I was invited by Grace Hansen, the director of DSP&S, to sit in on the interview committee for the hiring of the new Counselor for the Deaf and Hard of Hearing.

5. During this semester I will be rewriting the curriculum for some of the courses in the interpreting aspect of our program. Tina Campbell and Julie Bradley have agreed to collaborate with me in this effort.

APPENDIX

Bob A. Stuard

Sabbatical Proposal

November 25, 2002

Proposed Period of Sabbatical: Spring 2004 – Fall 2004

I am requesting sabbatical leave for the Spring 2004 and Fall 2004 semesters. My reason for not following the normal Fall 2003 – Spring 2004 academic year is that during the Fall 2003 semester Americo Marano will be gone on banked leave. Americo provides stability and leadership to the spoken language programs in our department. My Deaf colleagues are perfectly capable of performing department chair duties within our discipline of Sign Language/Interpreting, but during my sabbatical, I would be relying on Americo's leadership for the spoken language programs.

I've discussed this situation with both my Dean and the Vice President of Student Learning and I have their understanding and support.

Dean's Signature _____

Vice President's Signature _____

SABBATICAL TYPE:

My sabbatical will be a combination of a Study and a Project Sabbatical.

STUDY ACTIVITIES:

When I was in school earning my degrees, teaching ASL and Interpreting was still an emerging discipline and there were no academic programs available at either the undergraduate or graduate level. The University of Colorado, Boulder offers two Certificates of Professional Development within the discipline of Sign Language/Interpreting. These are the **Specialization in Teaching ASL** and the **Master Mentor** programs (see attached program/course description). I am excited by the prospect of finally being able to participate in an academic program in my discipline.

At the University of Colorado, Boulder these programs are offered through Project TIEM (Teaching Interpreting Educators & Mentors) and are offered in a

distance learning format. Although they are distant learning courses, they are not open entry but are scheduled according to the regular academic calendar. All of these courses are 500 level, graduate courses. Either undergraduate or graduate credit is available, but I will be earning graduate credit for these courses.

From their literature, it is apparent that these courses are as rigorous as courses offered on campus. See the statement below taken from their website:

Participant commitment:

Participants in the Master Mentor Program need to commit their attendance and full participation in the entire 4 course sequence. Online coursework requires the same time and effort as any course. Participants should expect to spend an average of 10-15 hours per week taking the course. This includes online time, reading, and preparation of assignments.

The courses in both programs are sequential and cannot be taken simultaneously. Since the Mentoring program starts in the fall, I will need to begin this sequence before my sabbatical begins. For each semester I am on sabbatical I will complete 6 units of college credit. My proposed schedule is as follows:

Courses used for Sabbatical are in bold.

SEMESTER	COURSE	COURSE #	UNIT
Fall 2003	Approaches to Mentoring	SLHS 5105	3
Fall 2003	Linguistics Structure of ASL	SLHS 5403	3
Spring 2004	*Feedback and Assessment	SLHS 5115	3
Spring 2004	*Discourse Analysis of ASL	SLHS 5045	3
Summer 2004	Practicum: Mentoring	SLHS 5805	3
Fall 2004	*Fieldwork Cooperative	SLHS 5905	3
Fall 2004	*Assessing ASL Language Skills	SLHS 5055	3

*In correspondence with the director of this program, Dr. Elizabeth Winston, she mentioned that courses only run if there is sufficient enrollment. She said that they only had to cancel one course since they began the program, but she could not guarantee that a course would make. She is willing to work with me on a back up plan should a course be cancelled, and I have suggested directed reading or independent study. (see attached email correspondence)

SABBATICAL PROJECT:

Project Statement:

During my sabbatical, in addition to studying mentoring in my course work, I will also research what is being done in our region to mentor new interpreters. Using my studies and research as a guide, I will take specific action that will promote the availability of mentors in our area. I will also work on increasing the resources that mentors have available to aid them in their mentoring work.

Project Background:

As mentioned earlier, the field of Sign Language Interpreting is a fairly new one. The field has grown tremendously since I began interpreting 27 years ago. With this growth have come higher expectations of skill required for entry level interpreters.

Just this year, Title 5 regulations regarding interpreters in the California Public Schools were amended (amended section 3051.16). Starting in 2007, these regulations will require that Sign Language Interpreters seeking employment and those currently employed by school districts pass a standard skills certification test. Most of the students graduating from our program find initial employment in public schools. Up to now, they have been able to do this without having to be skills certified.

Learning to interpret is a long and complicated process. First students must develop fluency in a second language (ASL) and hone their language skills in English. They must then learn the process of and develop the skill in interpreting between these two languages. Our students are hard pressed at a community college to complete this process in two years. Our program recently added a new ASL V course that will better prepare interpreters. This brings our required unit total to 47 units, which is excessive. We want our students to meet these higher standards, but it is unreasonable for us to keep adding courses.

All similar training programs face this "skills gap" between the exit skills we are able to develop in a Community College based program and the rising expectation of employers. In the interpreting profession, the emerging solution to this "skills gap" is to use a mentoring program.

Just last week, Julie Bradley, Mt SAC's Interpreting Specialist (DSP&S), shared with me the difficulty she was having finding enough qualified interpreters. She also expressed frustration over the fact that she was not able to mentor the new interpreters (most of which are graduates from our program) as adequately as she would desire. We briefly discussed the need for more mentoring, and we both agreed that something needed to be done to develop more resources in this area. We agreed to work together to address this need.

Regional Interpreter Training Consortium (RITC) is a federally funded grant program that is currently housed at El Camino College. I understand that they have funds allocated for mentoring, but I am not clear on exactly how this program works. During my sabbatical, RITC is a resource I will be examining in terms of structure, source of fund allocation, and model of mentoring.

PROJECT ACTIVITIES:

Mentoring Project Activities, SPRING 2004

This semester will be dedicated to exploring what is currently being done to mentor new interpreters. I will limit my research to our local region (Los Angeles, Orange, San Bernardino and Riverside Counties). This research will include but not be limited to the following activities:

1. Develop a survey (see page 7 for sample) that would investigate what local programs and agencies are doing to mentor new interpreters and to investigate the need to develop mentoring programs.
2. Distribute the above survey to local programs and agencies and follow-up on the distribution to ensure a good response.
3. Meet with the Director of RITC, Pauline Annarino, to better understand their mentoring program and explore how it might be implemented in our area. Also at this meeting, I will explore the possibility of RITC and Mt. SAC co-sponsoring either a training session or a workshop on mentoring during the Fall 2004.
4. Meet with Julie Bradley to understand the current training and mentoring opportunities she provides her staff interpreters and explore with her how she might expand and enhance these services.
5. Summarize the results of my survey and other inquiries in report form.

Mentoring Project Activities, FALL 2004

Based on results of my studies and survey during the Spring 2004, I will begin to address the needs I have identified by completing at least two or more of the following:

- Work in conjunction with SCRID (So. California Registry of Interpreters for the Deaf), Mt. SAC's DSP&S, and/or RITC (Regional Interpreting Training Consortium) to schedule and plan a one day workshop on Mentoring.
- In conjunction with SCRID, RITC, and/or Mt. SAC's DSP&S develop and host a training session for Mentors.
- In conjunction with SCRID, RITC, and/or Mt. SAC's DSP&S begin to develop a list of Mentors in our local vicinity that would be able and willing to mentor students completing our program as well as other novice interpreters.

- Complete an activity that is yet undetermined, but that would result from the studies and research I will be doing on mentoring during the Spring 2004. I am confident that the activities above would promote the cause of mentoring interpreters, but there may be another activity that either needs to take place before these other activities or would be more beneficial. I won't be aware of what this activity is until I've studied and researched this area, but the goal of this activity would be similar to the others presented above, and it would promote the mentoring of interpreters in our region.

DEVELOPING MENTORING MATERIALS: Language Learning Center (LLC) Training Materials for New Interpreters

Currently our LLC has the ability to house digital and composite (VHS) audio-video training materials. In addition, we have four filming stations that can be used by mentors to capture source language messages along with the interpretation of the interpreter being mentored. By using this resource, mentors could have actual "footage" of the interpreters they are mentoring. They could use this tape to offer direct feedback and suggestion. This is a powerful training tool.

These are excellent resources for enhancing interpreting skills. The only problem is that currently there are only a few materials in the LLC that would be appropriate for working interpreters.

Adding materials that could be used by mentors working with new interpreters would create a tremendous asset for these mentors.

Spring 2004 LLC Related Activities

1. Develop a process that would allow Mt. SAC interpreters (and other interpreters in the community if possible) to register for the LLC making its resources available to them.
2. Meet with DSPS staff to develop financial resources that would be used to purchase training materials.
3. Explore and examine materials appropriate for entry level interpreters. Decide on appropriate titles for purchase.
4. Procure at least 5 new titles to be placed in the LLC.

Fall 2004 LLC Related Activities

Repeat steps #3 and #4 above that would result in the addition of a total of 10 new titles during my sabbatical year.

Statement of Benefit and Value

My sabbatical proposal is so closely tied to what I do everyday at Mt. SAC that, from the proposal itself, it seems obvious what the benefit and value would be to our college. My statement here, therefore, will only be a brief one.

Since I teach ASL and ASL Structure, the courses I will be taking in the "Teaching ASL" program have direct relevance to my teaching load. Taking these courses will keep me current in the field and could only serve to improve my teaching.

I am also the primary instructor in the interpreter training aspect of our program. The studies and work I will be doing to develop mentoring will be of direct benefit to students completing our program. These efforts will also benefit our Disabled Students' program as it seeks to provide quality interpreting to Deaf and Hard of Hearing students.

The interpreting services program within our DSP&S and our Interpreter Training program share common goals. In spite of these shared goals, we seldom work together. There are aspects of my sabbatical that will help our two programs join forces in working towards one common goal: promoting mentorship opportunities for novice interpreters. This type of cooperation will surely benefit both of our programs, strengthen ties between our programs, and lay the ground work for future cooperation.

My plan includes having at least one mentoring workshop or training. This event will be co-hosted by Mt. San Antonio College, Sign Language/Interpreting Department and most likely be held on campus. This type of exposure promotes the college as well as our program.



NAME: STUARD, ROBERT A
 STUDENT NR: 564-11-3339/810-00-9805 BIRTHDATE: 05/03/1957
 PRINT DATE: 08/13/2005 PAGE NR: 1
 V/S

*** ISSUED TO STUDENT ***
 ISSUED TO: BOB A STUARD
 809 BRIDLE DRIVE
 DIAMOND BAR CA 91765

***** NO FURTHER ENTRIES THIS PAGE *****

REQUESTED BY: ROBERT A STUARD

COURSE TITLE	CRSE NR	HRS	GRADE	PNTS
----- FALL SEM 2003 BOULDER CAMPUS -----				
NON-DEGREE		NON-DEGREE STUDENT PRIOR DEG		
ASL LINGUISTIC STRUCTURE	SLHS 5035	3.0	A	12.0
ATT 3.0 EARNED	3.0 GPAHRS	3.0 GPAPTS	12.00	GPA: 4.000
----- SPRING SEM 2004 BOULDER CAMPUS -----				
NON-DEGREE		NON-DEGREE STUDENT PRIOR DEG		
DISCOURSE ANALYSIS/ASL	SLHS 5045	3.0	A	12.0
ATT 3.0 EARNED	3.0 GPAHRS	3.0 GPAPTS	12.00	GPA: 4.000
----- FALL SEM 2004 BOULDER CAMPUS -----				
NON-DEGREE		NON-DEGREE STUDENT PRIOR DEG		
ASSESSING LANG SKILL/ASL	SLHS 5055	3.0	A	12.0
ATT 3.0 EARNED	3.0 GPAHRS	3.0 GPAPTS	12.00	GPA: 4.000
COMPLETED REQUIREMENTS FOR THE PROFESSIONAL DEVELOPMENT CERTIFICATE IN TEACHING AMERICAN SIGN LANGUAGE/TEACHING INTERPRETING				

CUMULATIVE CREDITS:

GNON SEM	TR HRS	CU HRS	TOT HRS	QUAL HRS	QUAL PTS	GPA
	0.0	9.0	9.0	9.0	36.00	4.000

*** END OF ACADEMIC RECORD ***

DOCUMENT GUIDE PRINTED ON REVERSE

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Barbara J. Todd, Registrar
 University of Colorado, Boulder
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BRITAIN COLLEGE UNIVERSITY



BOB STUARD
 809 BRIDLE DR. VA 91765
 DIAMOND BAR

ENTRANCE DATE: JAN 05, 2004
 CURRENT MAJOR: MASTER MENTOR (ASL)
 ID: 564-11-3339

NORTHEASTERN UNIVERSITY
 BOSTON, MASSACHUSETTS 02115
 GRADUATE SCHOOL OF
 ARTS AND SCIENCES

TRM	COURSE NUMBER	COURSE TITLE	SEM HOURS	GRADE	COMMENT	TRM	COURSE NUMBER	COURSE TITLE	SEM HOURS	GRADE	COMMENT	TRM	COURSE NUMBER	COURSE TITLE	SEM HOURS	GRADE	COMMENT												
FL03	ASLG120	MENTORING	3.0	A+																									
SP04	ASLG125	ADV MENTORG	3.0	A																									
SM04	ASLG220	PRACT MENTR	3.0	A																									
FL04	ASLG225	INTRN MENTR	3.0	A																									
<p>AUG 12 2005</p> <p><i>Linda Allen</i></p>												<p>DEGREE(S) CERTIFICATE JANUARY 28, 2005 MAJOR: MASTER MENTOR (ASL)</p>																	
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QUALITY POINTS	HOURS TAKEN	QPA	EARNED HOURS	TRANSFER CREDIT	EXPERIENTIAL CREDIT																								
47.001	12.00	3.917	12.00																										



THE CERTIFICATE OF PROFESSIONAL DEVELOPMENT
TEACHING AMERICAN SIGN LANGUAGE
TEACHING INTERPRETING (AMERICAN SIGN LANGUAGE)
IS AWARDED TO

Robert A. Stuard

IN RECOGNITION OF HAVING FULFILLED THE CURRICULUM REQUIREMENTS FOR THE PROFESSIONAL DEVELOPMENT CERTIFICATE IN
TEACHING AMERICAN SIGN LANGUAGE/TEACHING INTERPRETING.

Brenda Schick

Brenda Schick
Associate Professor
Speech, Language and Hearing Science

Anne Heinz

Anne Heinz
Dean, Division of Continuing Education and Professional Studies
Associate Vice Chancellor, Summer Session

PROJECT TIEM.ONLINE

TEACHING INTERPRETING EDUCATORS & MENTORS

MASTER MENTOR
CERTIFICATE OF COMPLETION

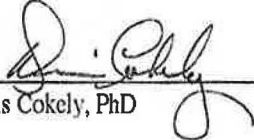
is hereby granted to:

Bob Stuard

for successfully completing Northeastern University's
Master Mentor Program Fall 2003-2004

Project TIEM.Online

US Department of Education Grant #H160C030001


Dennis Cokely, PhD


Elizabeth Winston, PhD

**PILOT MENTORING PROJECT
MENTORING STAFF INTERPRETERS EMPLOYED AT MT. SAN ANTONIO
COLLEGE
WALNUT, CALIFORNIA**

MISSION STATEMENT:

Fundamental to my project is a mission statement. What appears first is my own personal mission statement regarding mentoring in general followed by a mission statement that relates directly to this project.

MENTORING MISSION STATEMENT

Mentoring Mission Statement Preface:

As a veteran practitioner in the field of Sign Language/English Interpreting, I am committed to advancing excellence in our profession. Advancement toward excellence will take place as each practitioner is actively engaged in realizing their full potential through professional growth. I am convinced that, for the majority of practitioners, the most effective vehicle of professional growth is mentoring. In light of this, my commitment to growth in our professions translates to a commitment to mentoring. Although any mentoring is likely to be helpful, mentoring will more readily move practitioners toward excellence if mentoring is done as a collaborative effort that maintains a mentee-centered philosophy.

The need for mentoring is especially true of novice interpreters as evidenced by the well documented "Readiness-to-Work Gap." This "gap" was first identified by Anderson and Stauffer (1990) and was a major topic of discussion during the 1994 CIT convention. It is evident that this gap has closed little, if any, over the subsequent 10 years from 1994-2004. Working in an ITP housed in a community college, I am particularly sensitive to this population of interpreters. Without a doubt, interpreting students could benefit from more course work and a longer program, but even BA/MA based programs produce few graduates who are truly employment-ready. The fact that mentoring opportunities are not made available to novice interpreters also accounts for the exodus of many of our potential colleagues from the field they have trained so hard to enter. Increasing the availability, accessibility, and quality of mentoring opportunities for recent graduates of ITP/IEP's is an important priority for our field and should go a long way in closing this readiness-gap.

Mentoring Mission Statement:

I, therefore, dedicate myself to the advancement of mentee-centered mentoring and to increasing mentoring opportunities for all practitioners but particularly for new entrants into our field. This dedication entails a personal commitment to avail myself of

opportunities to be mentored (in my interpreting and in my mentoring) as well as opportunities to mentor others and to publicly promote the cause of mentee-centered mentoring.

PROJECT MISSION STATEMENT:

During the Fall 2004 semester, pilot a mentoring program at Mt. San Antonio College in Walnut, California. The pilot program will consist of mentoring at least 6 employed by Mt. San Antonio College, Walnut California using a mentee-centered approach. Those being mentored will grow in their awareness of their own interpreting process. Based on this increasing awareness these interpreters will develop self-analytical skills including: identifying error patterns and applying self-initiated intervention strategies to address these identified patterns.

This project requires that the Department of Sign/language Interpreting and the Deaf Services branch of the Disable Student Services join forces. Traditionally, these areas have seldom worked together; however, a result of this project, new avenues of partnering, sharing resources, and working towards common goals will be developed.

PERSONAL MISSION STATEMENT:

My personal mission during this project is to grow as a mentor by mentoring in a new way. Specifically areas of growth will take place in the application of the following principles and tools:

Vygotskian Approach to learning
Gish's Feedback Model
Demand/Control Schema
Marty Taylor's Interpretation Skills Areas

PROJECT BACKGROUND:

The field of Sign Language Interpreting is a fairly new one. The field has grown tremendously since I began interpreting 27 years ago. With this growth have come higher expectations of skill required for entry level interpreters.

Most of the students graduating from our program find initial employment in public schools. Up to now, they have been able to do this without having to be skills certified. This all changed last year when Title 5 regulations regarding interpreters in the California Public Schools were amended (amended section 3051.16). Starting in 2007, these regulations will require that Sign Language Interpreters seeking employment and those currently employed by school districts pass a standard skills certification test.

Learning to interpret is a long and complicated process. First students must develop fluency in a second language (ASL) and hone their language skills in English. They must then learn the process of and develop the skill in interpreting between these two languages. Our students are hard pressed at a community college to complete this process in two years. Our program recently added a new ASL V course that will better prepare interpreters. This brings our required unit total to 47 units, which is excessive. We want our students to meet these higher standards, but it is unreasonable for us to keep adding courses.

All similar training programs face this "skills gap" between the exit skills we are able to develop in a Community College based program and the rising expectation of employers. In the interpreting profession, the emerging solution to this "skills gap" is to use a mentoring program.

This "skills gap" has impacted not only the Interpreter Training program at Mt. San Antonio College (Mt SAC) but has also had an impact on the Deaf Services Branch of the Disabled Student Services department. Julie Bradley, Mt SAC's Interpreting Specialist (DSP&S), shared with me the difficulty she has been having finding enough qualified interpreters. She also expressed frustration over the fact that she was not able to mentor the new interpreters (most of which are graduates from our program) as adequately as she would desire. We briefly discussed the need for more mentoring, and we both agreed that something needed to be done to develop more resources in this area.

Although we share common interest and philosophies, the Sign/Language Interpreting department and Deaf Services area have seldom collaborate and worked together on anything. Our shared interest in increasing mentoring opportunities along with my Sabbatical in the Fall 2004, and my continued enrollment in the Master Mentoring Program combine in creating a perfect opportunity to begin addressing the need of mentoring interpreters employed at Mt SAC many of whom are graduates of our ITP.

PROJECT SUMMARY:

During the Fall 2004 semester I will conduct a pilot project in mentoring sign language interpreters. This project will work toward the completion of my Master Mentoring Program and serve as a partial completion of my Sabbatical Leave Requirement (as outlined in my Sabbatical Leave Proposal). The recipients of this mentoring will be 6 interpreters that are members of the Mt. San Antonio Interpreting Staff. Potential mentees will make application by completing a letter of interest and selections will be made jointly by the Interpreting Specialist and the mentor.

Mentoring sessions will be conducted on a weekly basis over a 10 week period. Face-to-face sessions one week will be followed by a distance session will be conducted via email, IM conversations, or over the telephone. This will be the pattern unless the mentor and mentee agree to a different format (for example: more face-to-face meetings)

EXPECTED BENEFITS:

This Project will be mutually beneficial to all participants in the following ways:

1. **Benefit to the Mentor:** As a participant in the Master Mentoring Program, I have learned a whole new approach/philosophy to mentoring. Although, I have developed the basic skills required to mentor using this new approach, my skills need the honing and refining that only real live mentoring can offer. I would benefit greatly from the opportunity to mentor working interpreters especially those who are pre-certified.
2. **Benefit to the Participants:** By their participating, staff interpreters would benefit by receiving mentoring from an experienced colleague. Since this is a pilot project there will be no fee charges for this mentoring and it will be considered a benefit of their employment.
3. **Benefit to the DSPS Program:** The DSP&S Program will benefit by having another mentoring resource made available to them. The ultimate goal of this mentoring is to enhance knowledge and skills of those who participate with the goal of improving their interpreting skills. Better interpreting services ultimately improves the quality of education that the college has to offer it's deaf and hard of hearing student population. Another benefit to the DSP&S staff members is that by participating in a mentoring project that is mentee-centered, they will be exposed to a new paradigm. This exposure could inspire them to adopt a similar approach when undertaking future mentoring efforts.
4. **Benefit to the College:** Improving programs and services is an ongoing goal of the institution and as mentioned above, this project will result in improved interpreting services. Beyond that, the College has shown a commitment to student-centered instruction in it's endorsement of Langford Training. My application of a mentee-centered approach will carry over in being able to implement a more student-centered approach in the classroom and thereby improve instruction.

-----RATIONALE FOR APPROACH, PHILOSOPHIES, AND TOOLS-----

I MENTORING APPROACH-

Mentoring will be conducted according to a mentee-centered, Vygotskian approach as explained below. This approach requires that the mentee take a leadership role in ultimately determining the focus/goals of the mentorship and what approaches will be used to achieve these goals. The mentor will actively explore possibilities, help define challenges, and offer suggestions but the mentee will determine what is to be covered during the mentorship.

II VYGOTSKY STYLED MENTORING

Two key constructs essential to Vygotsky's theory and its application to mentoring interpreters are "The Zone of Proximal Development (ZPD)" and "Scaffolding." The ZPD as described by Vygotsky is the difference between actual development that has been attained by the learner (mentee) working in isolation and the potential development that would be possible with the collaboration of a knowledgeable teacher/peer (mentor). The ZPD represents the starting place from which new skills can successfully be developed with assistance

As mentors and mentees enter into a mentoring arrangement they will naturally approach the task at hand from different perspectives. If "Vygotskian" style mentoring is to be accomplished, both parties will enter into a dialogue, an equal exchange, that will move them to a common understand of the task at hand. Vygotsky refers to this as "subjectivity." Along with subjectivity an accompanying concept must be realized, this is the concept of "scaffolding."

Scaffolding is the (social) support offered to the learner/mentee by the teacher/mentor. The "placement" of this scaffold is critical. Scaffolding will only be effective if this support is placed adjacent to the mentee's current skill level, within their ZPD. The purpose of the scaffold is to provide the support needed to extend the current skill to a higher level of competency. Essential to the concept of scaffolding is the transient nature of the scaffold itself. As the learner gains mastery in a new skill area the scaffold (support) for this skill decreases and eventually is unneeded, so it disappears.

III THEORETICAL TOOLS AVAILABLE DURING MENTORING:

In a mentoring situation the mentor has at his disposal a number of theoretical "tools." Collectively these tools help to equip the mentor with resources that can empower the act of mentoring.

Among these theoretical tools are Marty Taylor's skills areas. Taylor has identified a multitude of specific skill areas and categorized these skills as being knowledge lean or knowledge rich. These skill areas can be used by the mentor to do an assessment from a sample of the mentees work.

In doing a sample analysis, errors in themselves are not diagnostic and tell us little about one's interpreting. Pattern identification is the goal and patterns are established by repeated citations. These patterns can either identify strengths or weaknesses and a mentor must be prepared to discuss both.

Process models are another useful tool. The two most common ones are the Colonomos Model and the Cokely Model. A working knowledge of these models allows the mentor to go beyond the identification of a pattern to possible causes. Using these process models, in collaboration with the mentee, one can identify places in the process the mentee is experiencing difficulty and from there develop intervention strategies.

Another useful analytical tool available to mentors is Robyn Dean's "Demand-Control Schema" (D-C Schema). D-C Schema is a decision making tool. D-C Schema enables us to account for the complex situational, environmental, inter and intra-personal factors (the demands) and bring them into the decision making equation by matching them with the controls. Controls include the interpreter's skills set, education, experience, preparation for the assignment, behavioral actions, and specific interpreting decision. A mentor can assist a mentee by first identifying Demands and Controls and then exploring the implications of one set of demands matched with one set of controls.

DESCRIPTION OF PARTICIPANTS:

Participants will be selected from the pool of working interpreters at Mt. San Antonio College. The college employs approximately 30 hourly interpreters. The majority of these interpreters are pre-certified and working towards certification. The following applies to participants:

- A. Participants have been employed by the district for at least one previous semester
- B. Participants are pre-certified and working towards certification.
- C. Mentoring under this pilot project will be considered a benefit of employment and no fee will be charged
- D. Potential mentees will submit a letter of interest including the following:
 - 1. Summary of Interpreting Experience, focused on service to Mt. SAC
 - 2. Motivation for being mentored
 - 3. Professional aspirations and goals (i.e. certification goals)
 - 4. Self- Identified potential focus of mentoring
 - 5. Schedule of Availability for the Fall Semester.
- E. Applicant will be screened jointly by the Interpreting Specialist (Julie Bradley) and the Mentor (Bob Stuard). A total of 6 mentees and 2 alternates will be selected.

LOCATION AND SETTING:

All Face to Face mentoring will take place on campus using the facilities of Mt. San Antonio College. These will include but will not be limited to: classrooms/offices assigned to the Sign Language Interpreting Dept., DSP&S meeting rooms facilities and the LLC (Language Learning Center). Distance mentoring will take place via the internet (emails, IM) or the telephone.

PROJECT OBJECTIVES, ACTIVITIES, AND EVALUATION:

EDUCATIONAL OBJECTIVES	ACTIVITIES	EVALUATION
1. Demonstrate effective mentoring skills working with Staff Interpreters	Mentor 6 working interpreters over a 10 week period applying a Vygotskian approach	Evaluation forms will be submitted by mentees at the end of the 3 rd , 6 th , and 10 th week. These forms will be reviewed and then sent to the intern's supervisor and the Interpreting Specialist.
2. Demonstrate mastery of skill development activity design.	Skill development activities will be developed through mentor-mentee collaboration. (see #3 below)	Mentees will provide feedback on the clarity, and impact of the activity designed; mentor will synthesize the feedback in a written report to the supervisor.
3. Apply various tools and approaches* to the mentoring process (when agreed to by the both the mentor and mentee).	Skill Development activities will be carried out by the mentee with the mentor's support, monitoring and participation (if deemed appropriate).	Mentees will make weekly journal entries summarizing their progress. Journal entries will be shared with the mentor and used as the basis of the evaluations that will be completed on the 3 rd , 6 th , and 10 th weeks of mentoring.
3. Incorporate an Awareness of Learning Styles in mentoring approach.	Under the direction of the mentor, mentees will complete Stacevich's "Learning Preference Instrument (LPI)" and work with the mentor on accommodating their learning style into mentoring and skill building activities.	Mentees will make a journal entry regarding their learning style and knowing their learning style can aid them in current and future learning opportunities. These entries will be shared with the mentor who will summarize them in a written report to the supervisor.
3. Conduct Weekly Mentoring Sessions over a 10 week period.	Face-to-face sessions one week will be followed by a distance session that will be conducted via email, IM conversations, or over the telephone. This will be the pattern unless the mentor and mentee	Mentees will make weekly journal entries summarizing their progress. In addition students will be asked to complete a "mentee reflection form bi-weekly." These documents will be shared with the mentor and

	agree to a different format (for example: more face-to-face meetings)	form the basis of the evaluations that will be completed on the 3 rd , 6 th , and 10 th weeks of mentoring.
4. Summarize and Synthesize the results and implications of the Project.	In writing summarize the pilot mentoring project's results and implications.	Share this report with the Interpreting Specialist and Lead Campus Interpreters. Hold a project debriefing sessions with these individuals. Forward both the project summary and a summary of this meeting to the intern supervisor.

- * Videotaping/audiotaping language samples and/or interpreting samples,
- Self-Evaluations and mentoring sessions based on these evaluations,
- Live observations of the mentor's interpreting work and discussions based on these observations,
- Live observations of the mentee's interpreting work and discussions based on these observations,
- Observations of other Model Interpreters (live or filmed sources) and discussions based upon these observations,
- Application of Process Models (Cokely and Colonomos),
- Application of Marty Talyor's Interpreting Skills: English to ASL and ASL to English,
- Application of the Demand-Control Schema as developed by Robyn Dean

APPENDIX:

- I. Project Announcement (draft)
- II. Memorandum Mt. SAC DSPS and Bob Stuard (draft)
- II. Mentee Reflections Form (used by permission of Patty Gordon)
- III Mentoring Evaluation Form (to be completed by Mentees)

-----DRAFT OF PROJECT ANNOUNCEMENT-----

MENTORING OPPORTUNITIES DURING THE FALL 04 SEMESTER

INTERESTED PARTIES PLEASE APPLY

APPLICATION DEADLINE AUGUST 13, 2004

During the Fall 2004, Bob Stuard, an instructor in the interpreting program at Mt. SAC, will be providing mentoring services for our interpreting staff. He is doing this as part of his sabbatical. Bob is currently enrolled in the Master Mentoring Program through Project TIEM. Online He has completed three semesters of training in a mentee-centered approach to mentoring and will be working on enhancing his mentoring skills during the Fall semester.

There will be no pre-set topic for mentoring. What you want to focus on will be entirely up to you. Mentoring will take place once a week over a ten week period: September 6th – November 19th. Due to the nature of Bob's sabbatical, mentoring will be offered free of charge. To be eligible for mentoring you must be pre-certified, have completed at least one semester of employment as an interpreter at Mt. SAC and be currently employed as an interpreter at Mt. SAC.

To apply you must submit a letter of interest to Julie Bradley by August 13th that includes the following:

YOUR NAME:

CONTACT INFORMATION: (Address, phone number, email)

LENGTH OF SERVICE AT MT SAC:

SUMMARY OF YOUR INTERPRETER TRAINING (coursework, workshops, previous mentoring):

SUMMARY OF YOUR INTERPRETING EXPERIENCE:

STATEMENT OF PURPOSE (what you hope to achieve through being mentored):

IDENTIFIED AREAS OF FOCUS FOR THE MENTORING (skill areas):

SCHEDULE OF AVAILABILITY DURING THE FALL SEMESTER:

Mentorships are limited to 6 individuals. Selections will be made by August 20th after which you will be notified as to the status of your application.

MEMORANDUM OF UNDERSTANDING

Bob Stuard and the Disabled Students Programs and Services, Mt. San Antonio College agree to the following in support of the project "MENTORING STAFF INTERPRETERS" performed by Bob Stuard in partial fulfillment of his Sabbatical Requirements, Fall Semester 2004:

Bob Stuard will:

Over the course of the Fall 2004 semester provide mentoring services for 6 staff interpreters employed at Mt. SAC. Each interpreter will receive 10 weeks of mentoring during face-to-face sessions and distance sessions.

The DSP&S Program will:

Lend logistical support in the way of providing access to program resources that will help support this project. Primarily this support will be in the form of the assistance of Julie Bradley, Interpreting Specialist. Her involvement in this project will be seen as a regular part of her duties.

When called upon staff member of the DSPS will complete surveys and questioners designed to gage the effectiveness of this project.

All parties involved in the project will be employees of the college and all Face-to-Face mentoring sessions will be held in facilities maintained by the college.

MENTEE REFLECTION FORM (Asked for and received permission from Patty Gordon)

Mentor:	Mentee:	Yes	No
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Did the mentor ask more questions than gave answers?		
Did the mentor ask Wh questions?		
Were the mentor responses tied to your comments?		
Did the mentor allow time for silent reflection?		
Did you feel in control of the discussion?		
Did you fully engage in the discussion?		
Did the mentor spend more time giving feedback than asking questions?		
Did the mentor make comments that helped you see a new, or broader perspective?		
Did you discover something new about yourself or your work?		
Did you finish the session with an understanding of what your next step will be?		
Did you create your own plan for that next step?		
Were you satisfied with the mentor's work during the discussion?		
Were you satisfied with your own work during the discussion?		
Did you feel the mentor/mentee was practicing a mentee-focused approach?		

Very rough rough rough draft beginning of Mentoring Evaluation form

Evaluative Statements	Never True	Seldom True	Usually True	Always True
I feel supported and safe during mentoring sessions.				
I feel I have clear goals for mentoring.				
I am making progress in achieving my goals.				
Receiving mentoring is helping me become aware of my own interpreting process.				
I feel the mentor treats me as an equal, as a colleague				

Bob A. Stuard
MENTORING PORTFOLIO: INTERPRETING-SPECIFIC
COMPONENT

TABLE OF CONTENTS

- 1. Goals**
- 2. Rationale**
- 3. Training and Experience**
- 4. Context and Justification for Individual Samples**
- 5. Transcripts of All Interpreting Samples: (I have omitted these from my sabbatical report but they are available upon request**
 - a. Informal ASL is the dominant language**
 - b. Informal English is the dominant language**
 - c. Consultative ASL (educational setting) is the dominant language**
 - d. Formal English is the dominant language**
 - e. Consultative English (education setting) is the dominant language**
 - f. An interactive setting where both ASL and English are used**

Appendix:

- a. Vita**
- b. Copies RID/ NAD Certification**
- c. DVD of Interpreting Samples**

Bob A. Stuard

MENTORING PORTFOLIO: INTERPRETING-SPECIFIC COMPONENT

Goals:

My goals for the Interpreting Component of my Mentoring Portfolio are as follows:

1. Reference the Language component of my portfolio highlighting it's importance.
2. Give a rationale for this component of my mentoring portfolio including a brief background of my training and experience as an ASL/ English Interpreter.
3. Provide interpreting samples that will serve as evidence of my proficiency as an ASL/English interpreter. Samples have been gathered and compiled on a CD or DVD. These samples have been gathered from various interpreting events in order show breadth in my interpreting ability. One sample for each of the following settings has been included:
 - a. Informal ASL is the dominant language
 - b. Informal English is the dominant language
 - c. Consultative ASL (educational setting) is the dominant language
 - d. Formal English is the dominant language
 - e. Consultative English (education setting) is the dominant language
 - f. An interactive setting where both ASL and English are used
4. Describe the setting for each sample and provide justification for the inclusion of each sample in my portfolio. Justification are listed in the same order as under #3.

Language Portfolio:

The basis for interpreting between any two languages is a fundamental fluency in both of the languages being interpreter from and into. The first part of this Mentoring Portfolio is a Language Component that lays out my fluency in English and ASL. In that component you will find evidence of my ASL and English use in the form of language samples captured on video. Language samples have been included that show my use of ASL and English in informal and formal settings. Along with these samples are written descriptions of the context for these clips and a written justification for including each sample. I encourage anyone interested in this component of my Mentoring Portfolio to at least review the Language component first since language fluency is fundamental to and must precede any attempt to interpret between languages.

Rationale:

The Interpreting component of my Mentoring Portfolio is intended to provide evidence of my overall competence as an ASL-English Interpreter. This competence includes the cognitive and linguistic possessing skills necessary to interpret between these two languages. Also included in this portfolio is evidence supporting my ability to function in an ethical manner within the context of interpreting assignments.

My training and experience as an interpreter gives the background to my competence as an interpreter as does my certification and for this reason information and evidence of these are also included. The primary evidence of my actually interpreting competency is provided through interpreting samples. Including samples of my interpreting work provides others with the opportunity of actually seeing me function as an interpreter. From these samples one can determine the adequacy of concept transfer being provided through my interpretations and thereby judge the efficacy of my ability as an interpreter.

The truest picture of my interpreting would be samples in which the context for the sample is an actual interpreting event and the interpretation is live. Although this is ideal it proved difficult to gather all my samples under these circumstances. As a result, three of my six samples meet this criterion. These three "live" samples are intentionally longer than the other samples since, as stated, they provide the best evidence. I have included other samples not gathered live with the intention of showing the breadth of my interpreting ability. It is my goal to develop my portfolio to the level that all samples would meet the "live" criteria.

Keeping ones portfolio up to date is also an important goal. Ones ability to function as an interpreter can change over time and the more recent the work the more valid the sample. All of the samples in this component of my portfolio except one were gathered during the Spring 2004. The one exception to this is the sample in which informal English is the dominant language. This sample is about 8 years old. Please read further to see my rationale for including this sample.

Training as an Interpreter:

In the mid 1970's when I was learning to be an interpreter there were no interpreter training programs available in the San Diego area where I was residing at the time. I did complete 3 semesters of ASL (ASL 3 was the most advanced course being offered in that area at the time). I was basically trained to interpret through what Lou Fant called "the watch and do school." Interpreters in the field at the time would serve as models for each other. I learned basically through observations and periodic feedback from both hearing and deaf mentors. Although this was not a formal program it was an effective means of mentoring and training interpreters at a time when formal training programs were not readily available.

As a novice interpreter I also took advantage of numerous workshops that were offered in the Southern California area through S.C.R.I.D and various educational institutions (i.e. CSUN). If there was a workshop being offered in the Southern California area, I was there. In these workshops I remember sitting under the instruction of presenters that have since become icons in the field. These presenters include people such as: Lou Fant, Gray Sanderson, Sharon Newman-Solo, and Virginia Hughes.

Later in my career I received some formal training in various aspect of interpreting including training in medical interpreting through **LifeSigns** (1988) and in legal interpreting through the **Law Related Education for Sign Language Interpreter Educators Program**, Co-Sponsored by California State University Northridge and Registry of Interpreters for the Deaf (1995)

Experience as an Interpreter:

I began interpreting in 1975. My initial professional interpreting experiences were in the community college setting. I had done some volunteer interpreting for friends in social and religious settings prior to this. I soon branched out to interpreting in the community through referral agencies. These two types of interpreting would remain the mainstay of my interpreting experience over the years. On occasion, I have done some interpreting in special settings such as legal, medical and performing arts, but most of my interpreting has been educational in nature and most of that at the college level. (See My Vita for more information).

-----Evidence of Ethical Decision Making-----

My Ethical Background and Understanding of Ethical Behavior:

In the 1970's, when I was entering the interpreting field, there was a big push to increase the professionalism of interpreting. Along with expecting more in terms of skills, you were also expected to act in an ethical manner. One thing that was drilled into me as a novice interpreter was that to be a professional interpreter, I had to behave in an ethical manner. I began interpreting in an era that followed many who could be categorized as "helpers." We were determined to distinguish ourselves from those who interpreted "out of the goodness of their heart" and one distinguishing feature that would set us apart from these "helpers" was our belief in and application of ethical standards.

RID's Ethical guidelines (see appendix) were my starting place for understanding what it meant to behave ethically as an interpreter. Over the years my understanding and application of these guidelines and of ethical behavior in general grew and deepened. In many ways my growth parallels that of the field in general. We now have a fuller understanding of what it means to behave ethically as an interpreter than we did 25 years

ago. As is evident by the revision of the RID standards (see appendix), ethics are more complex and detailed than we once thought. Through experience my own understanding of interpreting ethics has grown. I will share an experience I had in my early career that will typify how my understanding of ethics grew and developed.

I struggled in my early years with applying my knowledge of these ethical standards. I remember when I did some interpreting in a high school setting, applying the ethical standard of confidentiality became an issue. I was often asked by the Special Education teachers how a particular deaf/hard of hearing student was doing in a course that I was assigned to interpret. I felt that this information was confidential and if the teacher wanted to know, he should ask the student directly. Although I felt this way, it was difficult to communicate this to the Special Ed. Teacher since he was not only my supervisor but also more advanced in his educational experience and age (I was 19 or 20 at the time). I would try to give an answer that was sufficiently vague that it would be next to useless. I learned with time that ethically, I could comment on information that dealt with the interpreting situation itself, but, outside of that, I would try to diplomatically refer the Special Ed teacher to either the regular Ed teacher or to the student.

My growing understanding of ethics and how they are applied to my interpreting work has lead me to see that "the spirit of the law matters more than the letter of the law." In the early days of my interpreting, my colleagues and I so strictly applied a literal definition of ethics that it resulted in making the interpreter a non-person. If we behaved machine-like we believed there was no chance of us behaving unethically. Today we know that the interpreter will impact a communication event by their very presence. We can no longer side step ethical dilemmas by pretending we can't influence the situation either way. We can and do have an influence which underscores even more the importance of being adequately prepared for making the right decisions when the situation presents us with ethical choices.

People incorrectly assume that ethics are a set of rules one must follow. Being ethical isn't about following rules; it is about how you choose to live your life, and more fundamentally, ethics go to the heart of who you are as a person. For me, ethical behavior doesn't start on the job; it has its origins in who I am and how I choose to live my life. If I live unethically in general, I'm not going to magically exhibit ethical behavior when I'm interpreting. Ethics are not something you can just turn off or on.

Ethics is rooted deep within one's system of beliefs and spring from how you define self and self in relation to others. For example, from my own belief system one of the most profound statements that defines ethical behavior in regards to others is the biblical saying, "do unto others as you would have them do unto you." Based on this belief, I strive to treat others in ways in which I want to be treated. These personal ethics are carried into my professional behavior. I attempt to treat clients as I would want to be treated if our roles were reversed and I was the one relying on an interpreter for successful communication.

There are ethical standards that go beyond personal ethics and apply specifically to ones role as an interpreter. To borrow a legal term, what is really at work in interpreting is a fiduciary relationship between the interpreters and the recipients of the interpreting service. In other words, this relationship is built upon professional duty and obligation and buttressed by trust between the parties that this duty will be carried out.

My understanding of ethical behavior today includes an acknowledgement that there is tremendous power that accompanies being the arbiter of communication between individuals. By acknowledging this position of power, I am vigilant to guard against any action on my part that would manipulate an interpreting event in anyway that would further my own personal agenda or would result in my own personal gain.

I also ensure that as I work as an interpreter my behavior protects the rights of the consumers of my service. First of all these consumers have a right to clear, unbiased communication. To ensure this neutrality I avoid circumstances that may present a conflict of interest on my part or situation which by their very nature could compromise my neutrality. Clients should feel comfortable knowing that anything I interpret for them is privileged information, and as far as I am concerned, this information stays between them and the other parties involved.

Those I work with also have the right to be self determining. It is within my realm of professional conduct to advise clients how to best navigate the logistics of an interpreting situation. This advice would be given only with the motive of optimizing the interpreting situation in order to help ensure clear communication exchange; however, it is ultimately up to the clients to determine how they want to utilize my services.

Other Evidence of Ethical Decision Making:

1. My certification itself, both by RID and NAD, stands in evidence of my ability to apply ethical decision making in my interpreting. Both certification exams contain an ethical decision making component, which I undertook and passed.
2. Interpreting positions I've held also stand in evidence of my ability to conduct myself ethically as an interpreter. In all the hiring processes I went through to obtain the permanent positions I have held in the field (Half-Time Interpreter, Lead Interpreter, Interpreter Trainer) there was a portion of the process devoted to assessing one's knowledge and application of ethical standards in interpreting.
3. In 1989 I completed training to be an on-call medical interpreter for an organization called Lifesigns. This training was conducted by Pauline Annarino. Over 3 weekends we visited various medical services sites (hospitals, out-patient facilities, clinics . . .). In these settings we, not only practiced medical interpreting, but also how to apply ethical decision making in a medical setting. One aspect of this training I clearly remember is the issue of advocacy verses interpreting. From this I gained an understanding that acting compassionately and protecting human dignity was still ethical behavior although some could criticize that it crosses the line of neutrality.

Also the legal interpreting training I completed in 1995 had an extensive ethical component in which we discussed ethical standards as they applied to the Legal setting and we role played and practiced ethical decision making.

5. Portions of my interpreting samples stand in evidence of my ethical decision making in particular the Consultative English and the Interactive samples.

a. In the interactive sample one ethical behavior that stands out is my consistent neutrality. I avoid inserting my own opinions or feelings into the interpreting. This was a little challenging since I was familiar with all the topics/situations being discussed and definitely held certain opinions and views on these topics. I am reminded here what Danica Seleskovitch said about the interpreter's stance. We only fool ourselves by thinking that we don't form opinions about what we are interpreting. This type of self-deception is dangerous since being unaware of our opinions, we are more likely to slip and skew our interpreting accordingly. It is much better to acknowledge to ourselves the opinions that we will inevitably form and by acknowledging these opinions we take a stance that will ensure that we keep them to ourselves.

b. Another example of ethical behavior was exhibited in the Consultative English sample. Ethically it is important that I support other people's right to be self-determining. In this sample the student makes the decision to address the instructor directly by using his voice. He also indicates that he wants to communicate directly by ignoring me and focusing entirely on the teacher. I respected his right to communicate on his own by not intruding into this interaction by insisting on interpreting during this exchange. My signing at this point would have only served to distract the student. It is not until the student's gaze moves back to me that I begin signing (interpreting) again.

INDIVIDUAL SAMPLE JUSTIFICATIONS

Bob Stuard's Portfolio: Interpreting Component, Sample Justification Interpreting Sample: Informal ASL is the Dominant Source Language

For this sample I chose to interpret a story told by a Deaf gentleman named Mark. This film was originally filmed in the late 1980's. I used the "big D" Deaf to describe Mark intentionally since Mark holds all the credentials to qualify as being culturally Deaf. Mark was an adjunct professor in our program and we invited him in to the studio one day to tell some stories that could be used to increase our students' exposure to ASL.

Story-telling is usually done in a relaxed, informal setting among friends. Although this story was in a studio it would still qualify as an example of informal ASL. Mark is relating a childhood experience and from his mannerisms and demeanor you can tell that he is taking an informal/casual approach. He could easily be telling the same story in the

same way in his living room and his demeanor, approach, and signing style would still be perfectly appropriate.

I did not interpret this story totally cold since I had seen this tape once or twice. I was there the day Mark signed it as well but was otherwise occupied during his telling of this particular story. In fact it wasn't until some years later that I discovered we had even collected this particular story. Upon discovering it, I did duplicate it and made it available to our students. This was several years ago and it was at that point that I viewed the story.

I did not preview the story before interpreting it for this portfolio, and it had been some time since I had last seen it. One reason I chose this story and this signer is that I consider Mark to be a very fluent eloquent user of ASL and not always the easiest person for me to read. Interpreting for him would be a challenge and push the boundaries of my expertise. Given the nature of Mark's signing, being able to make the appropriate transition from ASL to English would be a good test of my ability to function as an interpreter in an informal setting in which ASL was the predominant language.

Bob Stuard's Portfolio: Interpreting Component, Sample Justification Interpreting Sample: Informal English is the Dominant Source Language

As in the above sample, I decided that story-telling would be an appropriate genre for collecting a sample of my interpreting in an informal setting in which English is the predominant language. I had at my disposal quite a collection of student told stories from which to make a choice. In reviewing some of these, I came across tape in which I had modeled interpreting one of these stories for a class.

The setting for collecting this sample was an interpreting class. My interpreting of this story was fairly impromptu (as you can tell by how I am dressed. If I had planned to make a formal presentation of my interpreting for modeling purposes, I would have never worn that plaid green shirt). As happens on occasion in my classes, students will want me to model interpreting for them. I avoid using myself as a model since I don't want to reinforce any false notions about my way being the only right way. I will, however, on occasion give in to student's request and serve as a model by interpret something for them. If there is a camera handy, I will capture my interpretation on video for subsequent review and examination by the class.

Although this sample doesn't reflect a true interpreting situation, I felt it worth including in my portfolio for several reasons:

1. Even though I am not interpreting for a deaf client, I still have a live audience, the students in the class.

2. There is a spontaneous nature to this sample that approaches real interpreting. I did this in one take. There were no rehearsals nor any retakes.
3. The story being told has sufficient complexity and nuance of meaning to create a text that reflects depth in my interpreting ability. More than just a story this is the sharing of a very personal experience. The story and my interpretation contain a wide range of emotions. Also there is complexity in how the social relationships impact the decision making and ultimate actions portrayed by the speaker.
4. This sample was collected about 8 years ago. As I stated above, more recent samples of one's interpreting provide more reliable evidence of ones current ability. I did however decide to include this sample since it does give some historical perspective to my career as an interpreter. I have a long interpreting career and it is fitting that I have at least one sample of my work that reflects that longevity of experience.
5. In viewing this tape, I felt that my use of ASL here captured one of my better ASL interpretations. This tape shows what I am capable of in terms of ASL interpretation.

Bob Stuard's Portfolio: Interpreting Component, Sample Justification Interpreting Sample: Consultative ASL is the Dominant Source Language

This sample was taken from a lecture in a Community College level Deaf Culture course. Prior to taping this sample, I obtained permission from both the instructor and class to video-tape this class and to use portions of the tape as a part of my interpreting portfolio. Upon entering the class I realized that there were actually more interpreting dynamics taking place than I first realized. I arranged with the teacher and regular interpreter to "sub" in this class in order to gather my sample and was prepared to interpret for a Deaf professor and hearing students but hadn't anticipated interpreting for deaf students as well.

This sample is a good example of my ability to function in an academic environment in which the primary language is ASL. This is one of my samples that has extra credibility since this sample was gathered in a live, real situation. This sample also serves as evidence of my adaptability and range of interpreting ability as there are moments in which I am also interpreting for deaf and hearing students. These portions are not completely accessible since the camera is focused on the professor, but from how the instructor responds to my interpretations of student's participation, I think it is evident that my interpretations are accurate.

Bob Stuard's Portfolio: Interpreting Component, Sample Justification

Interpreting Sample: Formal English is the Dominant Source Language

This sample was initially gathered during a closing faculty meeting. The president of a college is addressing the faculty and making a few opening remarks before individual faculty members are recognized for years of service. This setting is without doubt formal and one that reflects the type of interpreting I have done periodically over the years.

I did run into some technical difficulties in that the lighting was not sufficient to clearly capture my interpreting. I included a brief clip of the original video to establish the setting but what follows is a reinterpretation of the original. I used the original audio as the source for this second interpretation. Although I had heard this presentation once before, there had been a lapse of three weeks between the time I originally interpreted the presentation and the second interpretation. I did not listen to the presentation or rehearse the interpretation between these events. I am also wearing the same clothes I wore the first time I interpreted this presentation.

As stated earlier, the source material for this sample is without doubt at the formal level giving the context and linguistic features of the presentation. What would have increase the formality of the interpretation would be if the interpreter was standing on stage next to the presenter. This was not true in the original presentation but for the re-interpretation, I decided to stand for this reason.

Bob Stuard's Portfolio: Interpreting Component, Sample Justification Interpreting Sample: Consultative English is the Dominant Language

In this sample I am teamed with another interpreter (a former student). We are interpreting in a college level Earth Science class for a single hearing impaired student. I use the term hearing impaired intentionally since he would not be considered a "core" deaf culture member. This student has a good background in ASL, but English is still his primary language. He also functions using his own voice and speech-reading skills. These he prefers to use when in a 1 on 1 situation.

Although I have included a sample of my interpreting in a setting where FORMAL English is the dominant language, interpreting in a setting in which CONSULTATIVE (educational) English is the dominant language is much more typical of my interpreting. This is a good sample of my ability to interpret in this type of setting since the situation is real and live. I was able to obtain permission from the other interpreter, instructor and class (including the hearing impaired student) to use a portion of the class as part of my portfolio.

Another important component of this sample is that it is the only sample in which the situation calls for more of a transliteration approach. As stated above, even though English is the primary language of the student, he also has a good ASL background. There are times in the sample that look more like ASL than English, but the overall approach is one in which English syntactic form is the dominant form. As interpreters we

serve a wide range of clientele including those who prefer (and some that insist) on a more verbatim English transliteration. The inclusion of this sample is critical in showing that the breadth of my interpreting includes the ability to adapt to such clients. This sample is also unique in that the student is comfortable using his own communication skills without the interpreter's assistance when engaging the instructor in short interactions. How I handled this situation is described in the ethical portion of this document.

This sample shows breadth in my interpreting ability and also versatility. In the beginning of the sample the instructor is using a video-tape as the basis of lecture and discussion. He uses the video as a spring board for further explanation of the topics covered on the video. This required that I stand close enough to the screen for the student to take in the activity on the video and my interpretation/transliteration. I also had to be poised and ready at any time to switch from interpreting for the video, to instructor, and to students and back again.

In the second portion of the sample the instructor has turned off the video and is using a more standard lecture format. A seated position is more appropriate here and therefore you see me seated during this portion.

Bob Stuard's Portfolio: Interpreting Component, Sample Justification Interpreting Sample: ASL/English Interactive Setting

This sample was gathered from an actual meeting that took place between the Associate Dean of the Humanities Division (Ginny) and the Chair of the Sign Language/Interpreting Department (George). This situation worked out better than I could have imagined.

Since I needed a sample of my interactive interpreting, I suggested to both of these parties that they have a meeting and let me function as the interpreter. Since this was the first semester George had functioned as Department Chair, I suggested that they discuss any lingering issues that emerged over the course of the semester. I didn't want to try to orchestrate the situation beyond this, so I left the rest up to them. To my surprise and relief they both had real concerns and issues that needed discussing.

The sample is a good balance between ASL and English. Although Ginny (English) seems to lead the discussion, George (ASL) is fully engaged in discussing the various issues that she raises. The result is a good piece of evidence for my ability to function in a setting that is interactive where neither ASL nor English is clearly dominant.

VITA

Bob A. Stuard

Education

1985, Masters of Business Administration (MBA), California State University Dominguez Hills, Carson, California

1979, Bachelors of Arts in Linguistics, University of California, San Diego

- Gained Oral/Written Proficiency in Spanish
- Focused Research Papers on American Sign Language

1977, Associate of Arts, Liberal Studies, San Diego Mesa College

- Course work in three languages: American Sign Language, Spanish, and German

Additional Education

2002, Developmental Education Course, Staff Development, Mt. San Antonio College, Walnut, California

1995, Law Related Education for Sign Language Interpreter Educators, Co-Sponsored by California State University Northridge and Registry of Interpreters for the Deaf

1988, LifeSigns Medical Interpreter Training, Sponsored by Greater Los Angeles Council on Deafness (GLAD), On-site training in medical facilities

1987, Vocational Education Certification, Phase II, California Polytechnical Institute Pomona

1987, Vocational Education Certification, Phase I, University of California, Los Angeles

Work experience Teaching

1986-Present Mt. San Antonio College Walnut, California
Department Chair, American Sign Language/Interpreting (1990-Present) and Other Spoken Languages: Chinese, Italian, Japanese, German, and a portion of

Spanish (2001-Present)

Professor, Interpreting/American Sign Language

- Implemented *Service Learning* into Interpreting Curriculum (2001)
- Revised ASL/Interpreting Curriculum: 1987, 1990, 1995, 2001
- Pilot Site for Vista (Signing Naturally) Curriculum (1986-87)

1998-2004 Patton State Hospital Patton, California

Trainer/Contract Educator

- Train Hospital Staff (Psychologists, Psychiatrists, Nurses, Therapists ...) in communicate techniques with Deaf Patients on the Deaf Unit
- Assess Signing Skills of Staff and make recommendations on training
- Work with Deaf Patients in developing Pride and Agility in their own Signing
- Develop Signing Training Videos geared specifically for Hospital Staff

1978-1987 Colleges/Adult Schools, Southern California

Part-time Instructor, American Sign Language

- 1983-1987 El Camino College, Torrance, California
- 1982-1983 Mt. San Antonio College, Walnut, California
- 1982-1984 Centinela Valley Adult School, Hawthorne, California
- 1980-1981 San Diego Community College, San Diego, California
- 1978-1980 Palomar College and Mira Costa College, North S. D. County

**Work experience
Interpreting**

1975-Present Various Contracting Entities Southern California

Contract Sign Language Interpreter

- Interpreted in a Variety of Settings by Contract or Referral Agencies

1981-1986 El Camino College Torrance, California

Head Interpreter Specialist

- Supervised Interpreting Staff
- Provided in-service training for interpreting staff
- Monitored Interpreters' Budget

1975-1981 S.D. Comm. Colleges San Diego, California

Part and Half-Time Educational Interpreter

- Interpreted in College Classes
- Assisted Lead Interpreter in Scheduling and Supervising Hourly Interpreters

**Other Professional
Activities**

1992, Representative, Executive Committee, Academic Senate, California Community Colleges

1990-91, President, Academic Senate, Mt. San Antonio College

Accreditations

Certificate of Interpretation (CI),
Registry of Interpreters for the Deaf

Level 5 (Masters) Interpreting Certification,
National Association of the Deaf

Fellow, Carl D. Perkins, California Vocational Education Leadership
Academy

**Professional
memberships**

Registry of Interpreters for the Deaf (RID)

Conference of Interpreter Trainers (CIT)



The
CERTIFICATION COUNCIL

Certifies That

Bob A. Stuard



*Has Successfully Passed National Certification
as Sanctioned and Approved by the*

REGISTRY OF INTERPRETERS FOR THE DEAF

and Therefore is Hereby Awarded the

CERTIFICATE of INTERPRETATION
CI

10/17/2001

Sheron Anderson

Certification Council Chair

B. Hall

President, RID Board of Directors

This certificate is the property of the Registry of Interpreters for the Deaf, Inc.

The CALIFORNIA ASSOCIATION OF THE DEAF, Inc.

CERTIFICATE OF COMPETENCE

May It Be Known That Bob Sfuard has demonstrated

Level V ~ Master

proficiency as a Sign Language interpreter

by authority of the Evaluation Board

hearby presented this 12 day, of July, 19 90



Sherril Forenka Matti
President

Wick Babb
Chairperson, Evaluation Board

Novice

Intermediate

Generalist

Advanced

Master

Bob A. Stuard

MENTORING PORTFOLIO

THE MENTORING SPECIFIC PORTION

This Mentoring portion of my mentoring portfolio is the third and final portion of this portfolio. First I've included my own personal mission statement. This statement guides my approach to mentoring and is a determiner of what evidence is included in my portfolio. Following my mission statement is specific evidence of my ability to mentor. This evidence is twofold and sets forth: my training as a mentor through the Master Mentor program, and specific examples of me mentoring and receiving mentoring.

The evidence of my training in the MMP program is in the form of my capstone report and includes a summary of my experiences conducting a mentoring project during the Fall '04. The report is in the form of a signed DVD and written transcript.

The evidence of samples of actual mentoring sessions in which I am being mentored and am the mentor is in two formats: two sessions are IM dialogues that are included in the appendix and samples of four sessions are on a separate DVD from my capstone report. There are written transcripts of each of these samples included in the appendix.

MENTORING MISSION STATEMENT:

Mentoring Mission Statement Preface:

As a veteran practitioner in the field of Sign Language/English Interpreting, I am committed to advancing excellence in our profession. Advancement toward excellence will take place as each practitioner is actively engaged in realizing their full potential through professional growth. I am convinced that, for the majority of practitioners, the most effective vehicle of professional growth is mentoring. In light of this, my commitment to growth in our professions translates to a commitment to mentoring. Although any mentoring is likely to be helpful, mentoring will more readily move practitioners toward excellence if mentoring is done as a collaborative effort that maintains a mentee-centered philosophy.

The need for mentoring is especially true of novice interpreters as evidenced by the well documented "Readiness-to-Work Gap." This "gap" was first identified by Anderson and Stauffer (1990) and was a major topic of discussion during the 1994 CIT convention. It is evident that this gap has closed little, if any, over the subsequent 10 years from 1994-2004. Working in an ITP housed in a community college, I am particularly sensitive to this population of interpreters. Without a doubt, interpreting students could benefit from more course work and a longer program, but even BA/MA based programs produce few graduates who are truly employment-ready. The fact that mentoring opportunities are not made available to novice interpreters also accounts for the exodus of many of our potential colleagues from the field they have trained so hard to enter. Increasing the availability, accessibility, and quality of mentoring opportunities for recent graduates of ITP/IEP's is an important priority for our field and should go a long way in closing this readiness-gap.

Mentoring Mission Statement:

I, therefore, dedicate myself to the advancement of mentee-centered mentoring and to increasing mentoring opportunities for all practitioners, but particularly for new entrants into our field. This dedication entails a personal commitment to avail myself of opportunities to be mentored (in my interpreting and in my mentoring) as well as opportunities to mentor others and to publicly promote the cause of mentee-centered mentoring.

**MASTER MENTORING PROGRAM
CAPSTONE REPORT
(transcript of the DVD signed presentation)**

Introduction:

Hello, my name is Bob Stuard and the title of this presentation is, "My Capstone Report" for my Master Mentoring Program. Before I continue I would like to establish a few signs I will be using during this presentation:

MENTORING (standard sign)
MENTOR= MENTORING+AGENT
MENTEE= MENTORING+RECEIVE+AGENT
MASTER MENTORING PROGRAM=MMP

This capstone report summarizes my experiences as a student of the Master Mentoring Program. I have been a student in the MMP program for the past year and a half. In this presentation I will summarize my education and experiences throughout the program.

This presentation is divided into 6 sections as follows (actually on the DVD there are 7 chapters with the first being this introduction, the second "The Evolution of My Understanding of Mentoring" the third "Mentoring verses Teaching" and so on)

1. The Evolution of My Understanding of Mentoring
2. Mentoring verses Teaching: Similarities and Differences
3. Cultural Competencies as they apply to Mentoring
4. The Mentoring Relationship
5. Mentoring Tools:
 - a. Marty Taylor's Skill Areas
 - b. Process Models
 - c. Demand Control
6. My Development as a Mentor:
 - a. On-line Experiences with Classmates
 - b. Face-to-Face Experiences Summer On-Site
 - c. Experiences that Resulted From My Mentoring Project Fall '04

PART ONE: EVOLUTION OF MY UNDERSTANDING OF MENTORING

Here, I want to cover the development of my understanding of mentoring and how it relates to the field of interpreting. My concept of mentoring has grown and developed throughout the MMP program.

Before entering this program, I had a very vague concept of the role of mentoring. For sometime now, I have been hearing more and more about mentoring and its importance to the field of sign language interpreting, but I lacked the time or motivation to really pay much attention to this new trend. To be honest, I guess I had a low view of mentoring as something that people did who couldn't teach.

It wasn't until I began researching opportunities for my own professional growth that I gave mentoring much thought. It was at that point that I began to realize that there was much more to mentoring than I had originally thought. I also began to see the potential that mentoring had to address a desperate need in our field.

This need is what has been called "the readiness to work cap." It is typical for students graduating from IPP/ITP's to experience a lack of the full range of skills that would make them job ready. There is a "gap" between the skills they developed in their educational programs and the skills needed to enter the interpreting workforce.

I have been aware of this gap for sometime from my teaching experience, but this gap has also been well documented by others in the field and was discussed in the 1994 CIT convention by Carol Patrie and others. Carol surveyed employers of interpreters who confirmed that this gap exists. That need had been well defined in the 1994 CIT Proceedings and in other places as "the Readiness to Work Gap." The "gap" is what is missing in the preparation of interpreters once they have graduated from an IPP and are entering the field of interpreting.

As Carol Patrie pointed out at that time, this gap has been generally recognized both by those who train and those who employ interpreters. Initially, I had thought that the only way to close this gap was through requiring additional training, more teaching, and more courses, but even graduates of 4 year programs were experiencing a lack of preparation. As I investigated the MMP program I began to see how mentoring could be another means of closing this gap.

I applied to the MMP program and was fortunate enough to be selected. I began the first term of the program with a fair amount of skepticism about what I could learn about mentoring in a program that stretched over 1 1/2 years. I really had a narrow view of mentoring and couldn't conceive how you could have enough material for a single course much less an entire program.

In retrospect, my view of a mentor was someone willing to help a lesser skilled interpreter improve. My view was similar to and about as limited as the old "helper" model of an interpreter. It was in our study of the Daloz text that I began to see what a broad and complex field mentoring was. Daloz gave us a history and background to

mentoring from the mentor in Dante's Inferno to a more modern representation of a mentor in Yoda of Star Wars. In reading Daloz I began to broaden my thinking about what it meant to be a mentor. In one of my postings I said, "What will stick with me is the image of him (Virgil) leading Dante into the fires of hell. I'm not sure I've processed all of the significance here. As a mentor am I willing to lead someone on a path that will be not only difficult but possibly painful? The more pressing question may be am I willing, like Virgil, to go into the fires first?"

Also during the first term we were exposed to some general roles that mentors are called upon to fulfill. I recall some of these that we learned from the article by Linda Siple were roles like:

"SPONSORSHIP,
COACHING/COUNSELING,
PROTECTING
CHALLENGING AND
FRIENDSHIP"

In the presentation by Gary Sanderson, I also saw that there were certain characteristics that mentors should have. Strong interpreting skills were among these characteristics but there were others that I would later learn can be equally challenging to develop as interpreting skills. These include patience and the willingness to share in someone's success or failure.

All of this began to open me up to the possibility that mentoring was something bigger than my "helper" concept had allowed for. Then we began studying mentoring as it plays out in the stages of developing and learning. This is when I began to develop what became a theme for my growing understanding of mentoring. Mentoring was a Journey of Development. Along life's journey our paths cross with people who enter our lives and assume the role of mentor. It may be that the relationship is one of mutual mentorship in which the role of mentor and protégé are regularly reversed.

There are times in our growth or development as individuals in which there are moments of crisis. It seems not only are we not growing, but we are declining. What we had held as gospel previously is called into question. Is at these moments that mentorship is especially useful.

The real revelation and shift in Weltenshaaung in how I view mentoring came during the second semester of the program. We were introduced to a Vygotskian approach to mentoring via Sandra Gish. The idea was presented that in mentoring it is not the mentor's role to lead, since the mentee already knows where they need to go. The mentor's role is to help them become aware of it.

During my first exposure to this approach I rebelled against my first understanding of what a mentor would do according to Vygotsky. It seemed that according to this

approach to answer the question, "What does a mentor do?" you would answer, "not much at all."

The response of "Nothing, at least not at first" or "Nothing, it's not up to you to initiate anything" didn't sit well with me at first.

By engaging in discussions with my wife (who had previously studied Vygotsky) and my fellow classmates, I began to see more clearly what the role of the mentor. It became clear that the mentor's role was definitely not one of dictating to the mentee what they need to address and how to address it. The answers to those questions reside in the mentee. It is the mentor's role to help them discover this for themselves. Mentoring is a means by which people are able, for themselves, to identify where growth can take place and what their Zone of Proximal Development is. Then once this ZPD is identified, the mentor can step forward with the needed support that allows the mentee to take the next step on the path that they have identified. Once that step is taken, support is no longer needed and the "scaffold" can be removed.

With this revelation my whole concept of mentoring was transformed.

MENTORING VERSUS TEACHING: SIMILARITIES AND DIFFERENCES..

I began this program with the notion that mentoring mirrors teaching; the only primary difference being that mentoring is of course done on a one-on-one basis and teaching involves a plurality of students. Following a didactic model of teaching as the teacher being the source of all knowledge and information, so should the mentor be the source and provide the mentee with what is needed once the mentor has determined what's needed.

Through this program a very different picture of mentoring developed as I described in the first part of this presentation. The Mentor's role is not one of being the source but rather is one in which he collaborates with the mentee on their own self discovery. Actually, the source in a mentee-centered form of mentoring is ultimately the mentee themselves. Only they know what their ZPD; although, they might need some mentoring to identify it. Once their Zone is identified the tools necessary to take the next step in development also resided in the Mentee. The mentor's role is more one of support than leading.

This is very different than the traditional approach to teaching. I had to really shift gears and rethink my old view of mentoring as just teaching done 1 on 1. Actually, as a result of this program I have also taken a serious look at my teaching. I now ask myself, "What needs to happen for me to make my teaching more like the Vygotskian approach to mentoring?." In other words my teaching needs to become more student-centered. The challenge is trying to find the ZPD for an entire class. Of course not every student will

be in the same place, but through surveying the class and using classroom based research techniques one can at least shoot for the middle.

In this regard, the MMP program did not only help me become a better mentor but a better teacher as well.

CULTURAL COMPETENCIES:

Another significant benefit that resulted from the MMP program is the area of cultural competencies, and how developing those competencies can be an aid to mentoring.

The starting place for developing cultural competencies is by doing a self examination. It was during the second semester of this program that I was actually afforded two opportunities to do this self-examination. My first attempt at this cultural examination lacked much depth, and it was during my second investigation into my culture that I made some revealing discoveries.

I discovered that my ancestors suffered many hardships while settling in Okalahoma. I became more in touch with some cultural values that are true of me since I am part of the mainstream culture. Some of the main cultural values from my cultural heritage are the value of work and the importance of independence and individuality.

An increased awareness in these cultural areas equips me to accept others and the influence that their culture has on their value system. Just as many of my values are tied to my cultural upbringing, I will encounter others whose cultural upbringing differs from mine, resulting in different priorities and different values. This awareness changes my expectations. Instead of expecting others to conform to my value system, an appreciation of how my culture influences my values allows me to keep an open attitude towards others and the differing cultural influences from which they are working from.

Also from Lynch's article, we see that in American society taking a "melting pot" or a pluralistic approach is not necessarily helpful as we seek to relate to diverse cultures. She puts forth a transactional/situational approach that allows one to appreciate the cultural/ethnic identities of others without expecting these identities to be the ultimate determinant of behavior.

A foundation to developing cultural competence is an understanding of culture and how culture influences all we do. Cultural competence gives us the ability to, as Nishimura puts it, "recognize and understand behavior and what it might mean." In order to grow in cultural competence there are two prerequisites. The first of these is that I gain an appreciation for my own culture and how it influences who I am.

The second prerequisite for Cultural Competence is to constantly be growing in my appreciation of different cultures. There are so many cultures and sub-cultures throughout the world that it would be impossible for me to know everything about every

culture. This kind of omniscience is not what is being referenced by the term “cultural competence.” According to Jan Nishimura cultural competency is *“the ability to talk with people from different backgrounds and cultures and to get a sense of how we can fit together and be successful in our communication.”*

THE MENTORING RELATIONSHIP

The next topic of discussion is the relationship between the mentor and mentee. I would like to share a few aspects about this relationship that I have learned.

I recall in an article written by Siple it states the mentor does become a “role model” but within that role a mentor needs to be willing to reveal his/her own mistakes. Mentees benefit more from the relationship when this self disclosure is a part of it. Mentors need to be willing to remove the aura of “perfection” from the equation.

Another key element in building rapport in a mentoring relationship is the mentor’s willingness to give up power/position. It is natural for the mentee to assign power and influence to the mentor. As Daloz said, *“If the mentor is also capable of letting go of this power so that the relationship can be genuinely reciprocal, the odds favor a lasting friendship.”* Working from a background of teaching in which I am used to being the authority in the classroom, I need to be willing to give up that power as I enter into a mentoring relationship.

There are many aspects of the mentoring relationship into which I gained insight into, but the third and final one I will include here deals with trust. Without a strong foundation of trust any mentoring relationship is going to fall apart.

Another word I learned for trust is passport. I need to earn the passport to fulfill the role of mentor in another’s life. “Passport” is the right and respect you earn that allows you to serve as a mentor. You need to earn the same “passport” in order for the mentoring relationship to work. You earn passport by consistently affirming a positive response to the following questions: Do you care about me?, Can I trust you?, Do you have the ability to help me?

It is essential to gain and reaffirm the trust, “passport,” as the mentoring relationship develops. If passport is lost, if trust is broke, it is very difficult to regain.

MENTORING TOOLS:

As a part of the MMP program we developed our ability to apply various theoretical tools to mentoring. In a mentoring situation the mentor has at his disposal a number of theoretical “tools.” Collectively these tools help to equip the mentor with resources that can empower the act of mentoring.

MARTY TAYLOR SKILLS AREAS

Among these theoretical tools are Marty Taylor's skills areas. Taylor authored two books (holds up each book) that identifies a multitude of specific skill areas. The first book focused on English to ASL skills and the second on ASL to English skills. I knew these books existed prior to this program and even had them on my bookshelf, but it wasn't until we were required to learn to use these books as mentoring tools that I finally took advantage of what they had to offer.

These books are invaluable in helping to identify specific interpreting patterns both positive and negative. These skill areas can be used by the mentor to do an assessment from a sample of the mentees work.

In doing a sample analysis, errors in themselves are not diagnostic and tell us little about one's interpreting. Pattern identification is the goal and patterns are established by repeated citations. These patterns can either identify strengths or weaknesses and a mentor must be prepared to discuss both.

PROCESS MODELS

Process models are another useful tool. The two most common ones are the Colonomos Model and the Cokely Model. A working knowledge of these models allows the mentor to go beyond the identification of a pattern to possible causes. Using these process models, in collaboration with the mentee, one can identify places in the process wherein the mentee is experiencing difficulty and from there develop intervention strategies.

DEMAND CONTROL

The last tool I will discuss had a dramatic impact on me. This is Robyn Dean's "Demand-Control Schema" (D-C Schema) which is a decision making tool. This is a tool I wish had been available to me 10 or 15 years ago. I can't count the number of times while teaching interpreting I was faced with a question from a student to which my best response was "it depends." This kind of response really left my students without anything useful.

Demand/Control gives us the tools needed to analyze complex interpreting situations and identify the tools/controls one has at one's disposal. Also one can identify what the restraints or demands are for any given situation. D-C Schema enables us to account for the complex situational, environmental, inter and intra-personal factors (the demands) and bring them into the decision making equation by matching them with the controls. Once these are identified, the interpreter is left with options

This is definitely a tool I will be applying to both my teaching and my mentoring.

MENTORING EXPERIENCES

In this final part of my capstone report I want to share my mentoring experiences. These experiences have taken place under three different set of circumstances:

1. As a student mentoring other MMP students on-line using the internet, Instant Message format.
2. Face to Face mentoring that took place this past Summer when my classmates and I gathered for a class session in Boston. There I had opportunities to mentor both other students and community interpreters.
3. The mentoring experience I had while conducting my mentoring project in which I mentored Interpreters who worked at a community college.

ON-LINE MENTORING:

I found the mentoring I was able to do on-line very productive. After devoting some time to learning about mentoring, we finally had a chance to practice what we had been learning about. I must admit before starting this phase of the program, I had a somewhat vague idea about how to actually apply a "mentee-centered" approach. After being able to actually apply what I had been learning to these mentoring sessions, the theory began sinking in. Not only did I gain from being the mentor, but I gained insights about mentoring while in the role of the mentee.

In fact, I clearly remember the first on-line session I had was one in which I was on the receiving end of the mentoring. I was fortunate in that the classmate who was mentoring me was following a Vygotskian approach. Observing her laid the ground work for future sessions. While responding to her questions, I became aware of the high level of involvement expected on the part of the protégé in this type of approach. It became evident that my mentor was not going to dictate what would take place and neither was she going to point out where I needed work. This would all be up to me. Instead she was there to offer support and perspective.

One feature of on-line mentoring I found very beneficial as a training device, was the ability it gave me as a mentor to physically preview my next question or comment before sending it. If after reading that question/comment, I judged it to be too leading or inappropriate for any reason; I could delete it and make another attempt that would be more open ended. Although I can't actually read what I am about to say, I have tried to apply this type of mental preview/monitoring to my face to face mentoring as well.

FACE TO FACE MENTORING IN BOSTON

The mentoring experiences I had during my summer class in Boston were tremendous. There I was able to gain firsthand from my classmates in seeing their own individual approach to mentoring. In addition, a new aspect was added to my mentoring

training/experience in the form of a “meta-mentor.” The meta-mentor was another individual present during the mentoring session who was there to offer support and feedback particularly after the session had concluded.

Also while in Boston, we had the opportunity to actually mentor working interpreters. This is where things began to feel real. I had three such sessions. The first two were somewhat disappointing in that I felt the person I was mentoring had come ill-prepared to talk about their work as an interpreter and instead had expectations that I would be leading the discussion. My third session with a community interpreter, however, was a pleasant contrast to the first two. It was a very positive experience, and I invite you to examine this session since I have included a portion of this session as part of my Mentoring Evidence in my Mentoring Portfolio.

MENTORING DURING MY PROJECT

During my mentoring project (over the Fall 2004) I had a group of 6 people whom I was mentoring. This group was quite diverse, although they were all female. They ranged in age from the youngest being about 20 and the oldest being close to my age, in her 30's, NOT more like 40's approaching 50. Some were working from a highly developed skill-set; whereas, others had obvious weaknesses. All of my mentees were pre-certified working towards RID certification.

This experience forced me to approach each person individually and attempt to meet each one in “her zone” and let me tell you their zones covered the map. Some were immediately ready to address specific skill development issues whereas others needed first to deal with what I call “stages of development” issues. For example one of my mentees was at the level of being in crisis as she dealt with whether or not interpreting was the right career of choice. Together we were able to face this issue and reach resolution.

Overall my experiences mentoring during my project were productive and resulted in my growth as a mentor. That's not to say that they were all these experiences were wonderfully positive. There were some that were quite difficult, but through it all I have gained increased confidence in my ability to mentor interpreters.

MENTORING SAMPLES: Context, Justification, Analysis

As a Mentor

- **Mentoring a Fellow Classmate (on-line IM dialogue)**
- **Mentoring a Pre-Certified Interpreter (DVD Clip, Transcript available on request)**
- **Mentoring a Certified Interpreter (DVD Clip, Transcript available on request)**

Receiving Mentoring

- **Mentored by a Fellow Classmate (on-line IM dialogue)**
- **Mentored on my Mentoring (DVD Clip, Transcript available on request)**
- **Mentored on my Interpreting (DVD Clip, Transcript available on request)**

MENTORING SAMPLE

-----MENTORING A FELLOW CLASSMATE (ON-LINE)-----

CONTEXT:

As part of the second term class in the MMP program (Spring 2004) we were required to mentor our fellow students on assessments we had performed of interpreting samples. In the IM session, I am mentoring Stacey on her assessment of one of these samples.

You will find a copy of the complete IM session in the appendix.

JUSTIFICATION FOR EVIDENCE:

This mentoring sample serves as evidence of my mentoring ability in several aspects. This is a sample of my mentoring while using a distance learning approach through IM. This also represents evidence of mentoring a colleague who is more or less an equal in terms of her length and breadth of interpreting experience.

This sample also shows how as the Mentor and Mentee engage in the mentoring process there is opportunity for mutual growth. At the end of the session, both Stacey and I walk away with a clearer understanding of how assessment fits into mentoring.

ANALYSIS:

Early in the session, Stacey hits upon the role of assessment in the mentoring process. She states, "I'm personally finding doing the assessment helpful but finding the application of it somewhat perplexing if we are following a mentee centered philosophy." The role of assessment emerges as the ZPD for Stacey remains the underlying theme for the entire session.

We enter into a discussion of the role that assessment plays in mentoring. During this part of the session, I am more forth coming with my perspective on this issue, but after some analysis, I feel that this type of input and perspective is the scaffold that Stacey is in need of to confirm some of her own thoughts about assessments. After some discussion she states, "Great! I feel that this has reaffirmed my concept of how I would for sure use such an assessment."

This is a summary statement that indicates that the scaffolding has served its purpose and is no longer needed for this specific issue; therefore, I then open up the discussion to other topics by asking, "Good, would you like to talk about the assessment itself now or maybe about your process in developing the assessment or, where would you like to go?"

I deem this sample as positive evidence of my mentoring ability. This is obviously a sample of my "growth in progress." At one point I admit to Stacey, "I have to tell you that at times I am typing more than I send because I feel that it may be too leading (too much my agenda) so you can see I am struggling still." This is one aspect of the IM mentoring that I felt made it an ideal tool for learning mentoring in that it provided the opportunity to "preview" a question or statement before sending it.

The IM format for mentoring helped me to internally monitor and mentally preview my responses/questions while doing face-to-face mentoring.

MENTORING SAMPLE

-----MENTORING A PRE-CERTIFIED INTERPRETER-----

CONTEXT:

This session took place in March 2004. I am mentoring one of the pre-certified interpreters, who was a part of my mentoring project conducted in the Spring 2004. This session represents the Forth session that the interpreter "G" and I met. At this point an interpreting sample has been gathered of G's English to ASL interpreting work. We had begun an analysis of this sample and had had some email correspondence regarding this sample.

A portion of this session in available for viewing on the DVD portion of this portfolio and a transcript of this is in the appendix

JUSTIFICATION FOR EVIDENCE:

This sample is evidence of my mentoring ability as I am mentoring a pre-certified interpreter who has been in the field for a brief time. In this session it is evident that I allow the mentee to set the agenda. This session represents how mentoring can provide an opportunity for someone to work through issues that may not be skill-centered, but that impact their work. The outcome of this session was that the mentee had an opportunity to reflect on her work as a voice interpreter and to deal with some of her anxieties in facing the performance part of the RID test.

ANALYSIS:

As the session begins, I open the session to whatever G might want to talk about. She expresses some dissatisfaction with her recent performance as a voice interpreter. I ask follow up questions about this which leads to a discussion of her voicing.

G has some residual feelings about these situations and her interpreting in general that surface during the session in the form of tears. After viewing this session I was less than satisfied with how I handled this emotional moment. This became my ZPD as I brought this sample to Cindy Herbst when she served as a mentor for my mentoring. A portion of the session I had with Cindy is included below.

Once G regains her composure, we explore further issues regarding her feelings about her interpreting and her voicing ability specifically. At one point she shifts the focus to the sample video of her sign interpreting. I check with her that she indeed wants to change topics. At this point she begins to express her feelings about taking the performance test. She admits to having filled out the application which was sitting on her table waiting to be mailed.

The video clip of this session represents the longest video sample in my portfolio. It is nearly 20 minutes in length compared to the second longest video clip that is about 10 minutes long. The length of this clip allows an observer to sample the breadth of my mentoring ability as G and I cover a wide range of topics.

MENTORING SAMPLE

-----MENTORING A CERTIFIED INTERPRETER-----

CONTEXT:

During the Summer '04 as part of my Master Mentoring Program, we were given the opportunity of mentoring community interpreters who were actively working in the Boston area. This session took place on the second day of mentoring community

interpreters. In this session, the interpreter “K” and I took a look at a sample of her interpreting in an interactive situation. This formed the basis of our interpreting session. In this session there was also a meta-mentor present in the person of Brooke MacNamara.

A portion of this session is available for viewing on the DVD portion of this portfolio and a transcript of this is in the appendix.

JUSTIFICATION FOR EVIDENCE:

This session provides evidence of my mentoring ability in several ways. In contrast to my session with the pre-certified interpreter, the person being mentored here is a certified interpreter with fairly advanced skills. “K” and I met each other for the first time just prior to this session; therefore this session represents my ability to create a positive context for mentoring even when mentoring a complete stranger.

ANALYSIS:

STARTING THE SESSION:

As stated above, this was the second day of mentoring community interpreters. In general, the community interpreters tended to have an expectation that wasn't met on their first go-round with our group. I felt that openly discussing K's experience from the previous day would be a good place to start, so I began by asking her about how it went during that previous session.

K responded by mentioning something about having different expectations. I supported her venturing in this direction by saying “maybe we should talk about that” and she did. She immediately expressed how she had been disappointed and had expected more feedback and wasn't expecting an approach that would require her to do more of the “work.” With this said, she expressed that she was fine working with this new approach now that she understood it better. She said that, although she hadn't identified a specific skill area she wanted to address, she had come better prepared with something “more concrete (her words)” in the form of a sample of her interpreting.

VIEWING HER WORK:

Her introduction of an interpreting sample naturally leads us into viewing the sample. As a lead-in, I asked her to give me some background on the video. She explained the video was of a staff meeting and in it she was interpreting interactively.

We both watched her interpreting sample, and then I asking if there was anything that jumped out as something needing attention. She mentioned that there were times in which she repeated herself unnecessarily in the transition between English and ASL. With this statement K defined her ZPD and the issue of “unnecessary repeats” became the topic of discussion for the remainder of the session.

This session turned out to be very productive with the mentee leaving the session with a very concrete notion for what was accomplished in the session and of what should be her next step of action in response to the session.

In analyzing the tape of his session, I was able to identify a distinct pattern in the mentoring.

MENTEE: Shares a thought or perspective

MENTOR: Re-phrases, restates, and/or reframes above thought

MENTEE: Responds to restatement, correcting if necessary and taking the thought further

MENTOR: Picks up further defined thought, re-phrases, restates, and/or reframes

This is a pattern I have been able to establish in consequent mentoring sessions.

I also noticed in this session that there are times I broke with this pattern by revisiting a statement that the mentee made earlier in order to reintroduce that previous thought. I did this to see if there was a relationship to what was mentioned earlier by the mentee and what we had discovered thus far. In this "revisiting," I began to see another type of concentric circling pattern. For example, I would pose a "how" (how to address the pattern) question; K responds with some idea about "how" but in the process she picks up the "what" theme adding depth and clarity to the "what." I then respond to this according to the above pattern, but in so doing re-introduce "how" and we start cycling on the "how" issue again.

That last statement from K, "Well, this is why I came today!!" and "Now, I know what I'm doing!" sort of says it all. I actually missed the significance of these final comments, and it wasn't until my meta-mentor, Brooke, pointed it out that I realized, wow, that's pretty incredible! The process does work after all!! This mentoring session really served to boost my confidence and was one of the highlights of the Summer session on-site class.

JUSTIFICATION FOR INCLUSION OF SAMPLES OF RECEIVING MENTORING:

One might ask why include samples of being mentored as evidence of being able to mentor? My first response to this is to look at my Mentoring Mission Statement. There I state the following, "This dedication entails a personal commitment to avail myself of opportunities to be mentored (in my interpreting and in my mentoring) as well as opportunities to mentor others."

As I benefit directly from being mentored, both in my interpreting and in my mentoring, I am constantly reminded of the value of mentoring in a very direct and personal way. This can only serve to increase my own faith in the mentoring process and to thereby enhance my ability to mentor.

MENTORING SAMPLE RECEIVING MENTORING FROM A MMP CLASSMATE (ON-LINE)

CONTEXT:

This session took place in January, 2004, I am being mentored by a classmate, Tamara M. We are both students in the Master Mentoring Program, Cohort 3. Tamara is mentoring me on aspects of the language portion of my mentoring portfolio.

The original IM dialogue of this session is included in the appendix.

JUSTIFICATION FOR EVIDENCE: (see “Justification for Including Samples of Receiving Mentoring, above)

ANALYSIS:

This session marks an important moment in my development as a mentor. Although, the language portfolio is the topic of discussion, the real impact of this session comes in the form of my first “live” model of someone applying a mentee-centered approach to mentoring.

I entered this session with a very vague notion of how one functions as a mentor in a mentee-centered approach, but left it with a much more concrete notion of how to mentor in a Vygotskian style. Tamara was a perfect role model from which to learn, and I am indebted to her for setting such a wonderful example.

I left this session with a much clearer notion of what it meant to seek out and find the ZPD of the mentee, and once found, how to work from that zone.

You can find the complete IM dialogue of this session in the appendix.

MENTORING SAMPLE RECEIVING MENTORING ON MY MENTORING

CONTEXT:

This session took place on October 16, 2004 in the home of Cindy Herbst’s parents. Cindy and I have been acquaintances for years, both being professors in IPP’s in the Southern California area. Cindy has been participating in a group of Interpreter Educators who has been meeting and practicing an approach that combines a Vygotskian style to mentoring and the process model developed by Betty Colonomos. I became aware of Cindy’s participation in this group at the breakout session at the CIT convention in which I received mentoring from Marina McIntire. I approached Cindy after the

session at CIT and asked if she would be willing to mentor me on my mentoring. She graciously accepted this invitation.

Cindy is mentoring me on the mentoring session included above, "Mentoring a Pre-Certified Interpreter." Specifically, Cindy is mentoring me on part of the session in which the mentee became emotional.

A portion of this session is available for viewing on the DVD portion of this portfolio and a transcript of this is in the appendix

JUSTIFICATION FOR EVIDENCE : (see "Justification for Including Samples of Receiving Mentoring, above)

ANALYSIS:

The session with Cindy went extremely well and was well worth the drive. The mentoring session that I had asked Cindy to mentor me about was one that had brought some tears, and although this wasn't the only focus of the entire session, it is one in which I was, with the support of Cindy's scaffolding, able to reach a +1 advancement.

Together we watched a video of the mentoring session that included the tearful segment. I conveyed to Cindy my own dissatisfaction with how I handled this show of emotions. I had said something about "it's a lonely job" when the mentee didn't even hint about loneliness being an issue. I had also went off on my theory of why tears flow during sessions like this which was much more my agenda than the mentee's.

At one point Cindy asked a question that hit upon my zone. She asks, "What would have been another thing that you could have done that would have been more quote/unquote Vygotskian or scaffolding for her?" In response to this in the dialogue that follows, I am able to answer this question.

This portion of our session opened up options I have never considered when confronted with an open show of emotions, and, as a result of this session with Cindy, I will be better prepared to provide appropriate mentoring in these emotional moments.

I am also determined to have a box of tissue readily available before starting any future mentoring session.

MENTORING SAMPLE

----RECEIVING MENTORING ON MY INTERPRETING----

CONTEXT:

This session took place during the 2004 Conference of Interpreter Trainers convention at Kellogg

Convention Center, Gallaudet University. The Mentor is Marina McIntire and the mentoring setting is unique in that the session took place as part of a breakout session at the conference. During the entire session we are surrounded by an audience of observers. Their focus is on the mentor and her application of a Vygotskian approach to mentoring. Although we had an audience, nothing about the session was rehearsed. In fact, I was uncertain who would be mentoring me until I saw Marina take the seat across from me.

The topic of mentoring is a sample of my classroom based, ASL to English interpreting. The mentoring picks up right after we viewed a portion of this work.

A portion of this session is available for viewing on the DVD portion of this portfolio and a transcript of this is in the appendix

JUSTIFICATION FOR EVIDENCE: (see “Justification for Including Samples of Receiving Mentoring, above)

During this session I gain perspective on several issues related to my own interpreting process. These include the role of preparation, keeping realistic expectations, and developing more self-regulation.

In addition, I gained insight into the mentoring process.

ANALYSIS:

The amazing thing about this session is that, in spite of being surrounded by a sea of on-lookers, once the mentoring began I felt totally comfortable with the process. I owe this comfort to all I have learned over the past year. I knew what to expect and was prepared to “do the work” that a mentee-centered approach would require. Actually, I think I was much more at ease about the whole thing than Marina. This makes total sense because once our little mentoring session was over, Marina and her mentoring work became the focus of attention.

As the group discussed Marina’s work, it became apparent that these well known leaders in our field struggle with many of the same issues I have been struggling with in my journey of becoming a mentor. Issues like:

When to be quiet and when to speak?,
How to phrase questions without leading?,

What to do when the mentee says something that triggers a strong reaction within?,
What is a prompt and what is a probe and when and how to use each?,

I also learned something about my own work, which is always a good thing; although, it was somewhat disturbing to discover that I had our illustrious Governor, Arnold Schwarzenegger, stomping around in my head making derisive comments about my interpreting.

TRANSCRIPTS OF MENTORING SESSIONS

In my original portfolio I included transcripts of all the mentoring sessions. Here I have omitted the transcripts of the mentoring sessions that are on the DVD since no one on the Salary and Leaves committee is Deaf.

- **Mentoring a Fellow Classmate (on-line IM dialogue)**
- **Mentoring a Pre-Certified Interpreter (available on request)**
- **Mentoring a Certified Interpreter (available on request)**
- **Mentored by a Fellow Classmate (on-line IM dialogue)**
- **Mentored on my Mentoring (available on request)**
- **Mentored on my Interpreting (available on request)**

MENTORING TRANSCRIPT MENTORING A FELLOW CLASSMATE

MENTOR: BOB STUARD (bobstuard)

MENTEE: STACEY (terpwolf)

bobstuard: Hello Stacey, I guess you are there, right?

terpwolf is no longer idle at 4:04:10 PM.

terpwolf: hi bob sorry just got in from neighbors they needed some help for a minute...how are you this evening?

bobstuard: hold on a second be right with you

terpwolf: no problem.

bobstuard: sorry about that I was on the phone. Good to hear from you. How are you doing?

terpwolf: feeling "old" as you put it... hahah call has been busy but quiet tonite phew!

bobstuard: That's good Cold there? Have you been able to enjoy your winter sports any this season?

terpwolf: alas.... i am a winter girl but rely on the natural stuff for cross country skiing and snow shoeing...maine has not been good to me this winter!

bobstuard: sorry to hear that. It is like summer hear, In the middle of the day it reaches the low 90's which is warm for this time of the year

bobstuard: anyway is there anything in your assessment that is in the forefront of your mind. a place to start?

terpwolf: yuk! I hate summer! hahaha but wouldn't mind 70 degrees.

terpwolf: Well let's talk first what the goal is for the session as I feel somewhat lost in the goal...are we mentoring the assessment proses? the assessment itself?

bobstuard: good questions. my understandting is we are mentoring the assessment but also how to approach metoring the individual we assess. does that make sense?

terpwolf: somewhat. I'm personally finding doing the assessment helpful but finding the application of it somewhat perplexing if we are following a mentee centered philosophy.

bobstuard: Back to the "what do we do with the things we discover in the assessment" question. Yeah, its perplexing at times, the assignment does mention mentoring "assessment skills" and "how (the person doing the assessment, you in this case) might present this information to the interpreter"

terpwolf: And I feel there is value for sure in both approaches...but feel the shift in emphasis on the critique approach versus the shift to the menteeing picking what they want to work on. I can see how having the assessment can serve the purpose of a baseline and then later an improvement measurement. And if the interpreter, ie EB were to identify using diverse vocabulary as a goal we are one step ahead. But how do we not use this to the point where it becomes once again our agenda instead of theirs?

bobstuard: I guess the point is that the assessment becomes valuable when and if the

mentee makes it valuable. It may be that the mentee goes in a directions that you never saw while doing the assessment.

terpwolf: First sentence I agree. Second sentence can you explain with an example for me?

bobstuard: An example, sure, using your assessment of EB as a base for the example. You have identified some relevant areas to build from (strengths) and to work toward (improvement areas). In applying a true Vygotskian approach you never mention these but the mentee brings up say, "what about my facial expression, was it appropriate" Well, she has lead and it would be your job to follow eventhough your assessment didn't identify any concern about non-manuals (at least as far as I remember)

terpwolf: Okay, that approach works for me. I guess my concern is to be sure to follow the ZPD of the interpreter and allowing them to guide the process. If one is a wise mentor we won't let the findings we identify become the only agenda. I can see the benefit of practice of using the Taylor books and when the mentee identifies such areas we can resort to this tool. I just wouldn't want to be handing out the written report and disrupt the mentee driven work.

bobstuard: right, I see it more as preparation, also in doing an assessment you have to watch the person's work and you may overlook certain areas but would be better prepared to adjust to the metee's ZPD for that piece of work having seen it (over and over again)

terpwolf: great! I feel that this has reaffirmed my concept of how I would for sure use such an assessment.

bobstuard: Good, would you like to talk about the assessment itself now or maybe about the your process in developing the assessment or, where would you like to go?

terpwolf: hmmm..... well I guess both! firstly I feel sometimes with newer interpreters I am struggling or feeling wish washy! for example I say fingerspelling and space are strengths and weekesses ...

bobstuard: One more thing about the previous discussion. I have really struggled with giving up "my agenda." I'm better now but have felt like, DARN, I spend all this effort developing an assessment and can't just start plugging away from what I've done. I will comment to your "wish washiness" next. Just wanted to share those feelings

terpwolf: :-D

bobstuard: I think that your feeling is a good one. It shows you don't just see things as right and wrong. Interpreting is more complicated than that and you have an appreciation for that

terpwolf: And now that I've learned more about scaffolding I agree that one can have the foundational skills but always enhance to the next level.

bobstuard: exactly

terpwolf: And I also commented in my paper about the fact that it is so easy to focus on the areas needing improvement and sometimes hard to find strengths. Something I want to be more skilled at and is in keeping with my belief you need a sandwich of positive and improvement comments or you get nowhere fast.

bobstuard: Good point, did you see Betsy's posting about "bowlers" in the general announcement area?

terpwolf: oh no not yet... today?

bobstuard: It's new

terpwolf: I'll have to catch up there next...this week has been a zoo for me!

bobstuard: Basically they had bowlers study their bowling. One group studied their mistakes (gutter balls I guess) and one their successes (stricks?) both groups improved from the study but those who studied their successes improved twice as much

bobstuard: I mean stikes

bobstuard: no strikes

terpwolf: hhahaha gotcha!

terpwolf: and i believe with compliment comes empowerment comes success!

bobstuard: Nice saying, I'll have to remember that one

terpwolf: so just a matter of getting used to the Taylor tool and not getting caught up in the "fix it"

bobstuard: Yes, also, remember that Taylor's stuff is just a tool. You might see something that doesn't exactly fit Taylors areas. What you see would still be valid

terpwolf: I also feel like using the assessment tool by jumping right in is okay but that I would love a weekend with marty taylor to really flesh out some concepts. I feel my ITP program was lacking is some of this newer language and I learn best for this type of thing face to face! but I'm adjusting.

bobstuard: me too, it's a tough adjustment for me

terpwolf: :-\well it's great to have such a good group of collegues to work through it with! smiles!

bobstuard: Yes, that helps tremendously

bobstuard: what was your process in finding EB's strengths?

terpwolf: I felt doing the EB assessment was more straightforward than GM..... I think because it was a shorter chunk. In keeping with the concept of a warm up time for our skills I wonder with a 5 minute sample if the interpreter gets to show full skill ability.

bobstuard: That is a good question, I doubt it

terpwolf: I think as far as strengths I keep in mind the KL and KR categories. a quick sort of baseline checklist and always seem to catch fingerspelling in others as it is my nemasis ! hahaha

bobstuard: That seems to work for you, spelling sticks out for me as well,

terpwolf: Yes. I don't think it's having a personal agenda but it's almost like a gut check if they can use space and can fingerspell clearly then move on to check in on the other details. I do need to brush up on my comfort with other areas however, for example I did whip out regarding her eye gaze with lecture versus conversation....and why she looked up so high in the air and the lecturer sign is high in the air! but I didn't know what I was getitng at and also felt it was a severe error so didn't note if for my report. But I need more assessment practice with non manual markers, facial grammar and so forth in the KR areas. I think as I begin to think more of teaching interpreting I find myself knowing things instinctually but needing to name it....smiles.

bobstuard: putting words to concepts or to practical knowledge can be a challenge.

bobstuard: I have to tell you that at times I am typing more than I send because I feel that it may be too leadning (too much my agenda) so you can see I am struggling still

terpwolf: I completely understand! But practice makes perfect.....try asking me more questions to give me the excuse to babble! hahahah

bobstuard: Right, that's the goal, to get more verbage (babe) from you and less from me, Okay a good question here would be. Is there an area in the assessment that reflects this struggle you have with KR areas?

terpwolf: oh sure start with a hard one!8-)I think in the improvement areas the vocabulary is limited. I could see that I felt the interpretation was simple...but the lecturer wasn't using fancy vocabulary and was somewhat redundant in the speech but I struggled to name what it was I was seeing. I felt the interpretation was using limited and repetitive vocabulary and that this was in turn affecting the register I was perceiving through the interpretation vs. my listening to the SL.

bobstuard: Yes, I got that from your assessment and concur that the interpreter used a somewhat limited vocab (overuse of same sign for Listen, as you pointed out, I was waiting for the PAY-ATTENTION sign but never saw it) still she does a lot with a little when it comes to vocab.

bobstuard: can I ask sort of a leading questions. Did you watch the sample with the sound off?

terpwolf: actually yes! I am still experimenting with how I do assessments but wanted to first see the interpretation and then second listen to the SL. I found myself however doing the reverse with the Signed sample! not sure why but watched the GM sample first and then listened to the interpretation. not sure which is a more appropriate strategy.

bobstuard: you need to know the SL message otherwise you have no way to judge accuracy. Since we were provided a transcript of the SL that would help here. I have found that I can't even begin to do much of an assessment of V-S interpreting if I am listening at the same time that I am watching. With the sound off I can really focus on what is being communicated without confusing it with what should be communicated.

terpwolf: great tips! thanks. And oddly the first sample, GM, the sound was so bad that I wanted to see the SL first and then read the TL. Here the opposite watched the TL and then listened to the SL. But your right I couldn't do both at the same time either.

bobstuard: if the interpreter were to say something like. "I was stuck for the right sign at times? do you have any suggestions?" what might you say?

terpwolf: I guess I would look at the sample with him/her and find the places that "stuck" played itself out. Given that revisiting of the SL and the sample perhaps we could then strategize on the tools. I think processing time always helps in those moments to take in more of the message. Chunking practice might also be a strategy..but the gish approach empowers our mentee to think of such solutions! smiles

bobstuard: I think going back to "the work" is a fantastic approach and brings the focus back to the work and off the person.

bobstuard: I think if asked to we are allowed to make suggestions and don't have to be completely passive

terpwolf: I have found too that in my training program we always reviewed the work and getting back to videotaping ourselves will only enhance accountability. Afterall that's how I fixed my tongue problem! hahaha

bobstuard: Your tongue problem??

terpwolf: I agree we don't need to be passive it is a balancing act that needs to be considered carefully so that we don't slip to the side of too much advise too little listening.

bobstuard: Yeah, its tough not to cross over to pushing what you see needs fixing.

terpwolf: yes...my french l's! protruding tongue with certain consonants very disturbing when I saw a tape of myself but helped me to be aware and monitor immediately!

bobstuard: Interesting, it's amazing what video will reveal. I guess video tells (shows) all

terpwolf: yes... true.....well I feel great about our talk....feeling confident that i'm on the right track with use of assessment.

bobstuard: Great, Yes you are difinitely on the right track and helping me stay there as well. We have gone on well over an hour, I have more time (say 15-20 minutes) Is there anything else you would like to chat about, other assessment areas? process? anything?

terpwolf: I'm feeling great and would like to wrap up.....great meeting.

bobstuard: That's fine. I share your good feelings. Smile! Let's wrap it up then. I guess we are set for tomorrow? Baring any emergencies

terpwolf: yes great see you at seven thanks bob!

bobstuard: sure, Stacey, take care and bye for now

MENTORING TRANSCRIPT
RECEIVING MENTORING FROM A FELLOW CLASSMATE
INSTANT MESSAGE SESSION

MENTOR: TAMARA M. (temoxham)

MENTEE: BOB STUARD (bstuard)

bstuard@msn.com says:

Hello Tamara, are you there, and how in the world are you??

temoxham@earthlink.net says:

Good morning Bob. I'm awake, alert and ready. How are you?

bstuard@msn.com says:

I'm good, NERVOUS, not sure why, this is my first session, how about you?

temoxham@earthlink.net says:

This is my third, but everyone is different, so it's a brand new thing every time. What specifically are you worried about?

bstuard@msn.com says:

Not really worried, hmmm, you know I get feedback on my signing on a regular basis from my deaf colleagues but it has been years since another interpreter has been in that role, maybe that's part of it, also I want to be a good mentee and in this approach it seems more is on the mentee

temoxham@earthlink.net says:

I don't know that there's any such thing as a "bad" mentee - except not showing up.

bstuard@msn.com says:

That's good to know. So, I'm already in the "good" category since I am here and on time, smile, I guess since this is supposed to be mentee lead I should suggest a topic to start with, right?

temoxham@earthlink.net says:

Please - what topic is in the forefront for you right now?

bstuard@msn.com says:

well, lets start with fingerspelling, both in my formal and informal ASL. I assume you read my history on this

temoxham@earthlink.net says:

What about the history do you find the most important?

bstuard@msn.com says:

I would say the part about me being "spelling challenged." It is something I have grown loads in but still has an effect. It is a self-esteem issue with me to. Even now talking about it with you makes me feel embarrassed

temoxham@earthlink.net says:

Is there anything I can do that can make you feel more comfortable? You brought it up first, but would you rather come back to it?

bstuard@msn.com says:

What's worse is you will probably see it reveal itself as I am typing to yo.oh well, Now bringing it up is the hard part. Now that it is in the open lets hit it head on.

temoxham@earthlink.net says:

This is obviously a very emotional issue for you. Is there any way you can step back from it and see it more objectively? I want this to feel safe for you

bstuard@msn.com says:

You are so sweet. I'm okay. Objective. You know seeing my spelling in the LP gives me some objectivity. It was helpful to see how I have grown especially in the formal ASL, the informal ASL did raise some concerns though

temoxham@earthlink.net says:

Good - let's focus on patterns of growth. What have you seen?

bstuard@msn.com says:

I have seen that when I am mindful and confident of how to spell the word to begin with I can make my spelling very clear even in a formal, high pressured situation.

temoxham@earthlink.net says:

In your self-assessment you mention words like "ethnocentrism." In your presentation this vocabulary is on the PP slide behind you. Do you feel comfortable using this as a tool (meaning you don't have to worry so much about articulating every letter) because the audience is going to get it anyway

temoxham@earthlink.net says:

?

temoxham@earthlink.net says:

What things do you attribute this growth to?

bstuard@msn.com says:

Yes, these types of tools are helpful. Preparation is something I have learned to hold sacred especially in spelling names. If I am in an interpreting situation and names or vocab is available before I start, I usually will take the time to check my spelling. Confidence and trusting myself enters into it. I have grown in knowing that yeah,

bstuard@msn.com says:

I'm not a great speller but I am better today than I was yesterday

temoxham@earthlink.net says:

Ok, this is clearly a goal for you. What kinds of things can you do to reach this goal?

bstuard@msn.com says:

The things I've mentioned and keeping the right attitude. Being willing to be wrong and corrected if necessary. Something I've thought of but never carried through on is carrying list around with words that give me trouble.

temoxham@earthlink.net says:

Great! That sounds like a good start. What other patterns do you want to focus on? I think fingerspelling is an important one, but since it's a lean skill how about we table it specifically for now and see how it fits into some other areas?

bstuard@msn.com says:

Psych. I was just thinking the same thing

temoxham@earthlink.net says:

both hands flicking "one" handshape, one from my forehead, one from your direction

bstuard@msn.com says:

I was thinking we could jump to classifiers and specifically using a variety of approaches to describe the same thing, That would be "rich" wouldn't it (got your sign)

temoxham@earthlink.net says:

Okay - what approaches?

bstuard@msn.com says:

Do you remember the stuff in the informal ASL about my description of my kitchen remodel?

temoxham@earthlink.net says:

Yes - I was just thinking of that. There was heavy use of classifiers there. What patterns emerged for you both during the conversation and during your assessment?

bstuard@msn.com says:

I had mixed feeling since at first glance I was very pleased to see myself use so many classifiers without hesitation and to make the general concept clear using classifiers BUT . . .

bstuard@msn.com says:

as you may recall, there was a misunderstanding that I decided not to correct. This is where a pattern emerges, but you couldn't tell from my LP alone

bstuard@msn.com says:

The pattern is one of just using one way to describe things (sometimes I can stretch it to two) and if that doesn't work or isn't complete enough, I am stuck to come up with other ways (other classifiers)

temoxham@earthlink.net says:

Can you give me an example of when you can stretch it to two?

bstuard@msn.com says:

Example, Hmm, I can often come up with a close perspective (as you would see it if you were there) and a distant perspective.

temoxham@earthlink.net says:

Okay - I see what you mean. Do you feel this approach works for you, or are you finding that you need to repair this during signed conversations?

bstuard@msn.com says:

My frustration is that I know that the realm of classifiers is so vast and rich, it allows for so much more than what I am doing. I see deaf people "do it" all the time. I'll answer you question next.

temoxham@earthlink.net says:

I struggle with the same thing. I think a lot of us non-CODA's do

bstuard@msn.com says:

I get by pretty well overall but to get stuck and feel the need to "repair" at times but I run out of options so quickly, Thank you for empathizing.

temoxham@earthlink.net says:

Your welcome. What are your options for building this skill?

bstuard@msn.com says:

Good question. You know there are things you know need work but just live with anyway.

Maybe I have sort of a fatalistic attitude towards this. I know that I use classifiers much more readily than in years gone by ... let me think on this a minute.

temoxham@earthlink.net says:

I know I get a fatalistic attitude about things when I am stuck for resources. Is this the case here?

bstuard@msn.com says:

The first thing that comes to mind is to stop being content with where I'm at. I'm not really content at all but pretend to be because the task is duanting, at least at first.

temoxham@earthlink.net says:

That's an important thing to recognize. Do you have some strategies in place for recognizing that?

bstuard@msn.com says:

Oh about resources, that's a very good point, no, not totally, I have resources I just don't use.

bstuard@msn.com says:

It seems I am one question behind. Sorry,

temoxham@earthlink.net says:

That's the nature of IM - no worries

bstuard@msn.com says:

Resource for organizing. Can we go back to that question and could you elaborate pls?

temoxham@earthlink.net says:

Sure - you said (and I'm paraphrasing) that you get stuck sometimes because you become content where you are. Is this something you are able to recognize during the conversation/interpretation, or is it something you recognize later. An example: If you were having a conversation with a deaf person and it became clear that you were not being understood, do you realize that it may be because you

temoxham@earthlink.net says:

are using a skill that you have become content, or is it something you have to be away from the situation to realize. If it's the latter, is this something you would like to change?

bstuard@msn.com says:

Good question, give me a minute

bstuard@msn.com says:

I am more aware of it at the time. It's like "darn, I know there is a better way, clearer way, to express this, but since I don't know exactly what that way is I'll go with what I know." Later, I probably don't give it much thought, since it causes feelings of inadequacy. That is probably why I haven't used the resources I have. Again, pride get's in the way.

temoxham@earthlink.net says:

Okay - shaming yourself isn't going to accomplish anything - I do the same thing (the "slap myself in the head" syndrome). Are there ways outside of these situations that you can fortify yourself so you won't let these feelings hobble you?

bstuard@msn.com says:

That's a hard question

temoxham@earthlink.net says:

Yes it is - so don't answer it now - maybe you can think on it in general

temoxham@earthlink.net says:

What other patterns do you want to focus on?

bstuard@msn.com says:

Postive action always helps. I am thinking now about how to use the resources I have. . . Are you worried that since I respond emotionally to something I want to move on? I think time spent discussing classifiers would be the most profitable for me.

temoxham@earthlink.net says:

Ok - no - I just don't want you to feel like we have to stay on something that will take a long time to answer - like you are in a spotlight and we need to wait until you have a good answer. If you'd like to stay with classifiers let's do that.

temoxham@earthlink.net says:

Emotional responses are fine - it's definitely valid

bstuard@msn.com says:

I see, I'm sure if we were face to face I would have picked that up. You are a very sensitive mentor and I appreciate that. Also let me say at this point that I hope you realize you are being a dual mentor for me.

temoxham@earthlink.net says:

thank you. Yes - we are missing something with the lack of facial expressions etc.

temoxham@earthlink.net says:

thank you

bstuard@msn.com says:

You are not only mentoring me in my LP but are also mentoring me on how to mentor. I do my first mentoring tomorrow and am so glad that you and I had this chance to meet. I think you are doing a great job and applying much of what we are learning. Sorry to get off the point. Just had to say that.

bstuard@msn.com says:

I meant a great JOB but you are a JOY as well

temoxham@earthlink.net says:

Thanks - a lot of benefits of mentoring aren't readily apparent, so whatever you get out of this positively is cool

temoxham@earthlink.net says:

bstuard@msn.com says:

About classifiers. I have a great resource I seldom use and you saw him on my informal ASL clip, my good friend, George. He is someone I could feel safe enough to be vulnerable with and approach with the suggestion that he mentor me in classifier use.

temoxham@earthlink.net says:

What are some issues, "aha" moments, etc. that have come out of that?

bstuard@msn.com says:

Rephrase question please. Not sure I get it.

temoxham@earthlink.net says:

You said George is mentoring you on classifiers. What has come from that work you and he are doing together?

bstuard@msn.com says:

Oh, no, not yet, I just thought of asking him to(just now had that thought). I am trying to take positive action where I was stalled before. I'm sure he would. It would just be a matter of us both finding the time.

temoxham@earthlink.net says:

Oh - I misunderstood that. Okay - let me ask this then - having a native signer for a mentor can be a great thing. What kinds of things (classifiers and other) are you wanting to work on with him?

bstuard@msn.com says:

That is a great question too since I should be able to lead those sessions as well (Vygotsky is sinking in, slowly-ha)

bstuard@msn.com says:

I thought that we could use scenes or events. I could describe it the best I could and then identify where I felt it was missing something and then get his perspective. I think it would be important for me not to just "watch his magic" and not have a chance to try to apply different approaches myself. You know there is collaboration allowed in this approach. I would appreciate your insight here

temoxham@earthlink.net says:

Ok - what kinds of conversations in ASL do you envision would use a lot of classifiers?

bstuard@msn.com says:

Maybe, movie clips could be a good base. Some actions shots.

temoxham@earthlink.net says:

Ok - that's a great start (in fact I went to a workshop at the conference in Chicago that used this approach). What other activities outside of signing could you use to build on the types of skills necessary to be effective in SASS use?

bstuard@msn.com says:

Other than signing, hmmm, I have always been a believe in "the more you see it, the more comfortable you will be using it," so I guess trying to expose myself to as much native signers using classifiers as I can. There are some taped resources available I haven't fully explored.

temoxham@earthlink.net says:

What about games, body movement disciplines, and other activities that aren't directly related to ASL but can support the same types of techniques important in classifier reception and production?

temoxham@earthlink.net says:

You are right though about exposing yourself to as many good language models as you can though

bstuard@msn.com says:

I never thought of that. Games would be good. I wouldn't know where to start. Do you have any resources or suggestions?

temoxham@earthlink.net says:

When Elaine was mentoring me yesterday she mentioned games like Battleship, and activities where you sit across from a deaf person with a border between you, and the deaf person sets up objects, signs (using classifiers) where they are set up, and you have to duplicate it.

temoxham@earthlink.net says:

I am still researching this myself obviously

temoxham@earthlink.net says:

I wanted to check in with you. We have been going for about 90 minutes now. We can go for a little longer if you'd like - this is valuable I think. Are there areas you wanted to talk about that we haven't? Or are there other parts of classifiers that you want to focus on?

bstuard@msn.com says:

Yeah, I am familiar with the one using objects. I know they use that in our upper level asl class but never played it myself. I'll give it a try.

bstuard@msn.com says:

I think our session has actually focused on two "biggies" for me. There is the issue of my "soft-talking" in my informal English but I don't think I'm up to open that can of worms right now. I am meeting with LeWana as my mentor next week and will save that for then.

temoxham@earthlink.net says:

Okay. I just wanted to make sure that we weren't getting stuck, and that this was benefitting you. Is there anything else that comes up for you that you want to talk about?

bstuard@msn.com says:

There is always "more" but I feel our time has been well spent. It was great being able to address both of these concerns with a very sympathetic and supportive mentor. I am feeling good about this. There is real substance to what we discussed and discussing these issues in the first place is a huge step for me.

temoxham@earthlink.net says:

Wonderful - that's all a mentor can ask for

bstuard@msn.com says:

I have never felt we "were stuck." We were always where I wanted to be.

temoxham@earthlink.net says:

Vygotsky would be proud

bstuard@msn.com says:

Yes, he is smiling down on us right now . It seems we are winding down now. I was curious.
Are you going to be in Boston for the On-site session?

temoxham@earthlink.net says:

It is my plan, yes. I am dealing with some health problems right now and I will need to discuss it with my doctor. It's a 90% "yes" at this point though. You?

bstuard@msn.com says:

Sorry to hear about your health concerns. I trust all will go well with that. Yes, I too am 90% there, My challenge is burdening my wife with having to look after 4 kids alone in my absence. She is supportive and I think we have it worked out that my mom will come up from San Diego and help out if needed. I want to go and work with people face to face

temoxham@earthlink.net says:

I think it's important too.

bstuard@msn.com says:

I will let you go now. You have been great. Email me anytime just to chat. Lets keep this collaboration going, alright. I look forward to the next time we have to chat.

temoxham@earthlink.net says:

Thanks Bob - I appreciate the warm feedback. I am glad this was valuable. It was for me too.
E-mail me anytime. Take care

bstuard@msn.com says:

You too. bye for now sksk

temoxham@earthlink.net says:

Bye sk