



## **“From A Distance....” Tutoring and Mentoring Program**

January – October 2012

Hosted by – University of Virginia, Charlottesville

Funded by – Virginia Department of Education Grant

Director/ Mentor– Laurie Shaffer [lrs6z@virginia.edu](mailto:lrs6z@virginia.edu)

Coordinator/Mentor – Kate O'Varanese [ko5h@virginia.edu](mailto:ko5h@virginia.edu)

Language Coaches – DeDe Wood [deandra.j.wood@gmail.com](mailto:deandra.j.wood@gmail.com)

Janis Cole [janisx1@comcast.net](mailto:janisx1@comcast.net)

Program Assistant – Amy McQuiggan [uva.fromadistance@gmail.com](mailto:uva.fromadistance@gmail.com)

### **-Welcome on Board!-**

As interpreters working the public schools, you are the gateway to education for the Commonwealth's Deaf and Hard of Hearing children and youth. You engage in this profession to make a difference. This program offers you not only a chance to make a difference for others but to make a difference for yourself. Today you begin a 9 month journey that will leave you empowered, inspired and better equipped to meet the many demands this profession puts before you.

In reality, your journey began the day you completed your application. This act alone is evidence of your commitment to learning and of your desire to be the best practitioner possible. Now you are a member of a learning community consisting of 12 participants, 2 Deaf ASL language coaches and 2 interpreting mentors; a community that you join today and will be part of your professional life as you go forward in your career. To be a member of a learning community is to engage in individual and collective learning. Together you will discover your common ground as practitioners and as peers. Your authentic experience in the workplace will be the foundation for your learning. From this foundation, you will increase your mastery in the critical domains of the practice.

As you go through the program, you will be introduced to, or for some re-visit, interpreting processes that maximize effectiveness when composing interpretations. You will learn to identify linguistic components of both ASL and English and refine your application of these components for enhanced fluency. You will implement sophisticated ethical decision-making grounded in reflective practice. You will explore the construct of cultural competence – the awareness of the ways of thinking, feeling, and behaving for the individual, the system, and humankind.

## Program Design

The program includes 4 on-site sessions at UVA in Charlottesville designed to build your learning community and to offer group training on specific skill sets.

The 1<sup>st</sup> on-site session is there to give you the tools to navigate your way through the next 9 months. Each component of the program and the supporting technologies will be explained with plenty of hands-on practice.

The 2<sup>nd</sup> and 3<sup>rd</sup> on-site sessions are designed based on the collective needs of your learning community. With your input, the program staff will create a workshop that addresses a learning area that the group shares in common.

The 4<sup>th</sup> on-site session is the opportunity for the group to reflect on the experience and the program. It also is a time to work together to create a plan to sustain professional support and growth as you go forward.

In the weeks between on-site sessions, you will engage in weekly dialogue with your assigned coach or mentor via Skype. Using filmed samples of your classroom work, you along with your coach and mentor will engage in guided dialogue to examine your work and process. Together you will identify where your strengths lie and where you have room for improvement. From there, you will work together to devise activities and strategies designed to maximize your capacity as an interpreter.

There may be times when there is a more pressing issue than fluency and interpreting process. Issues of professional conduct, decision making, students' rights and the like are all part of our daily work life. Coaches and mentors are also available to process your concerns and challenges in the non-linguistic realm as well.

In addition, you will have an on-line forum available to you. There you will find resources, discussion forums and more. Here too you will be able to upload the samples of your work which will then be viewed by you, your coach and your mentor in preparation for the 1:1 dialogue session. We ask you after each 1:1 session with your coach or mentor to post a reflection piece on that session. These samples and posts will only be seen by your coach and mentor.

On an open forum, you will have the opportunity to post and respond to various questions and issues that you and your fellow participants' find in need of group discussion. There will also be a resource section where you will find readings, website links and other tools that can be useful to your work and your growth. We encourage you to use the open forum as another means to strengthen your tie to the learning community.

You and your coach and mentor will work together to schedule the 1:1 dialogic sessions in a way that best fits your busy schedules. In order to get the most from this experience, make these sessions and the on-site meetings a priority. Make this a time for you and your professional development. And...



**Enjoy the trip!**

## Goals

participants will:

- ^ synthesize knowledge of the processes and tools of the practice into the production of effective, accurate interpretations
- ^ integrate results of dialogue and coaching into authentic action plans for change in the work place
- ^ develop comfort with interacting with and seeking guidance from Deaf adults, enriching your experience of this community

## Mapping Your Milestones

There are a number of methods for tracking your progress through the program. Throughout the course of your participation, you will be asked to take part in a number of activities that will result in a personalized portfolio which will be a concrete and comprehensive record of your accomplishments.

### Pieces of the Portfolio:

Skill Set Inventory

Video samples

Narrative Report

E-Journal

Peer Forums

(detailed instructions for each component will be provided separately)

### Skill Set Inventory

Pre, mid and post program, you will complete a skill assessment inventory where you are asked to examine categories of linguistic features in both ASL and English.

Prior to the first on-site session at UVA, you will be asked to purchase and read the following:

[Interpretation Skills: American Sign Language to English](#)

Publisher: Interpreting Consolidated, Edmonton, Alberta

[Interpretation Skills: English to American Sign Language](#)

Publisher: Interpreting Consolidated, Edmonton, Alberta

Purchase website: <http://aslinterpreting.com/orderform.html>

The pre-program inventory provides a baseline of your sense of your degree of mastery and application of the listed language features.

The mid-program inventory and post program inventory provides a way to see your longitudinal progress.

### Video samples

Throughout the program, you will be filming your work. These samples are the backbone to your program. The first sample will be filmed on-site at UVA during the first session. It will serve as a baseline. The remaining samples will come from the classroom or from selected video sources. You will upload your samples to \_\_\_\_\_, a secure private website. These samples will be accessible to you, your coach and your mentor.

Some of the ways the samples may be used:

during 1:1 Skype session with coach or mentor. Prior to your session, you will view your samples and, by time code, record moments during your interpretation that you wish to review. When on line with your coach or mentor, you will dialogue about these identified moments for analysis, resulting in identification of strengths and of skills sets that, if enhanced, would increase the accuracy of your interpretation.

For compare and contrast. Ask your mentor, coach or peer to interpret the same segment you have interpreted. Have a discussion with your coach, mentor or peer, using the two samples to compare and contrast the samples.

For peer review and discussion. You have the option to open access to a given sample for peer discussion. You can pose questions for peers to respond to about your interpretation, classroom logistics, and whatever other discussion point is triggered by a given sample.

To inform your completion of the skill inventory mid and post program. Two times during the program, you with assistance from your coach and mentor, will select 2 samples of your work from the previous months that you have used as part of your 1:1 and/or peer dialogues. You will re-film these samples. You will then examine the original samples and compare them to your second version as a means to capture your progress in specific skill sets.

### Narrative Report

Mid and post program, you will be asked to complete a narrative report where you will be asked to reflect on the impact of your participation in the program for you and other stakeholders in your environment. This report is also an opportunity for you to discuss where the program is effective and where it could use improvement.

### E-Journal

After each coaching and mentoring session, you will be asked to go to the program website and submit a reflection on your session. Here is your opportunity to note what was gained from your session, what questions remain, what thought-provoking ideas were broached, what activities or strategies were suggested or whatever else you feel you wish to record of your experience and your learning. If you are not sure where to start with these entries, we will provide a list of questions to prompt your thinking.

### Peer Forums

On the program website, you will find a page for peer forums. As mentioned in the video sample section, you may use the forum to post a sample of your work for peer discussion. We will provide you with a tip sheet on how to decide what aspect(s) your peers. During the opening on-site session we will work together to demonstrate how to give constructive, specific, objective feedback to one another.

The forums can also become a way to solicit group discussion on a work place issue. On a daily basis we are faced with interpersonal, ethical, and systematic challenges. By posting these real world scenarios in the forum page, you create the opportunity to engage your learning community in assessing situational reactions, working to define the root issue, and devising a response.

Here too is where resources are shared – articles, texts, videos, weblinks, activity ideas created between you and your mentors and coaches and more!

Hooray for YOU!  
Hooray for them!



Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light not our darkness, that frightens us. We ask ourselves, “Who am I to be brilliant, gorgeous, talented, fabulous?” You are a child of God. Your playing small doesn’t serve the world. There’s nothing enlightened about shrinking so that other people won’t feel insecure around you. We are meant to shine, as children do. We are born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in everyone. As we let our light shine, we give other people permission to do the same. As we’re liberated from our own fear, our presence automatically liberates others.

--Marianne Williamson as quoted by Nelson  
Mandela during his inaugural address