

# The Induction-Mentorship Experience: Ushering in the next generation of school interpreters

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## WHY INDUCTION?

New school interpreters enter complex educational systems (Johnson et al., 2023) where they often begin working in isolation just as structured support ends. Induction provides the missing bridge (Garrett & Girardin, 2020) in these areas:



### TRANSITION

Graduation is the beginning of professional practice. New school interpreters benefit from structured support in the move from student to professional (Borkoski, 2021).



### SYSTEMS

Induction fosters new interpreters' understanding of their role, workplace relationships, and contributions within school-based systems.



### IDENTITY

New interpreters are building more than skills; they are building presence, confidence, and agency. Induction bolsters growth as they begin seeing themselves as professionals on the educational team.

## QUESTION

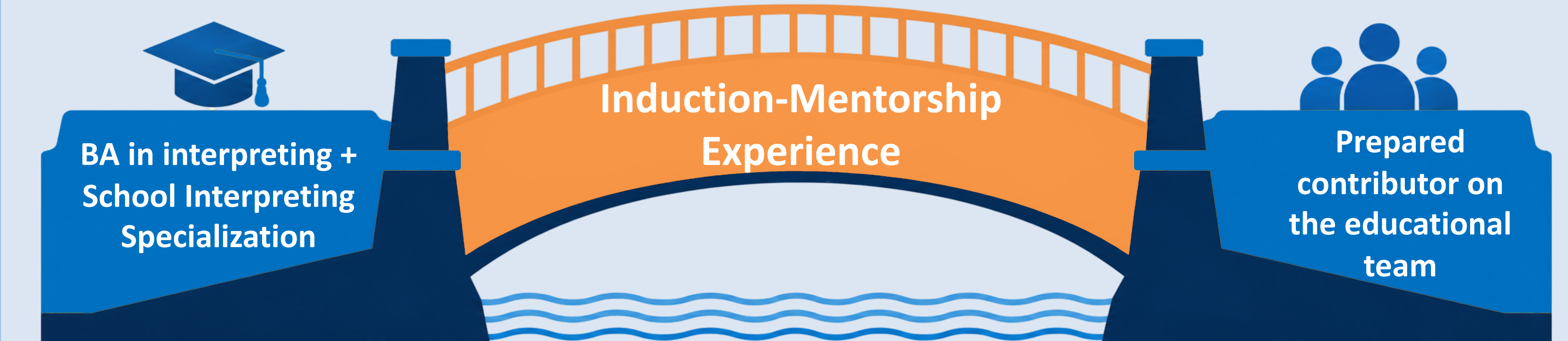
*How might we provide an induction experience for new school interpreters as a transitional bridge from graduation to the workplace?*

## ANSWER

*Offer structured dialogic and reflective learning activities that support new interpreters' emerging professional identities.*

## THE PATHWAY

The Induction-Mentorship Experience (I-ME) offers new school interpreters peer-guided reflection, dialogic learning, and professional connection. This 10-week bridge is based on the OSEP grant structure, but feedback suggests that a longer timeframe may better support sustained application and growth.



## I-ME OUTCOMES

### Participants' reflections

*"This experience encourages us to take our career into our own hands."*

*"I'm beginning to view myself differently—I believe I am a colleague, a member of the team, a professional, an interpreter."*

*"The I-ME showed me ways to expand my systems thinking."*

- Experienced personal and professional growth: **100%** agreed
- Gained techniques supporting scope of influence in school: **83%** agreed
- Deepened self-awareness as a school interpreter: **100%** agreed

### Build an induction experience

Schools, districts, and states can usher in new school interpreters by offering a post-graduation structured bridge using these I-ME resources:



I-ME New School  
Interpreter Guide



I-ME Mentor  
Guide



References

## I-ME CORE COMPONENTS

### Case Conferencing

- facilitated group sessions engaging together in dialogic work analysis
- new school interpreters bring cases (their work dilemmas) to discuss together using the Demand-Control Schema
- experienced school interpreters join the discussions to add depth and additional perspectives



leads to improved decision-making skills for interpreting in schools

### Mentoring-as-Coaching

- one-on-one meetings following an intentional coaching approach rather than a deficit model of mentoring
- trained mentors use collaborative inquiry and advanced reflection techniques
- the new school interpreter is the "driver" while the mentor takes the "passenger seat"



leads to greater self-discovery and understanding of role on the educational team

### Professional Development

- workshops tailored to meet new school interpreters' needs
- mix of applying theory to the workplace plus practical K-12 interpreting development
- examples include mentoring-as-coaching foundation, meet the researchers, school interpreters panel, and cultural mediation strategies



leads to stronger knowledge, attitudes, and skills to interpret effectively in schools

## PSI Project

*Preparing School Interpreters*



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Learn more about the PSI Project:

