

## Mentoring Committee January 2019

### Mentoring Committee Co-Chairs:

- Sherri Fickenscher LSLC Cert. AVEEd
- Ellen Thomas LSLC Cert. AVT

### Members of the Mentoring Committee:

- Anita Bernstein, LSLC Cert. AVT
- Lillian Henderson, LSLC Cert. AVT
- Jane Jovassen Lignel, LSLC Cert. AVT
- Karen Stein, LSLC Cert. AVEEd

## Frequently Asked Questions for Mentors

### **1. Why does the certification process include a mentoring component?**

The Mentoring component of the certification process provides LSLC applicants the opportunity to develop LSLC practice and intervention skills under the guidance of a skilled and experienced Certified LSLC mentor who serves as a role model and coach. The mentor observes 20 Listening and Spoken Language sessions delivered by the LSLC applicant and provides feedback to assist the applicant in developing LSLC knowledge and skills. (The AG Bell Academy LSLC Mentor Handbook, pg. 6)

### **2. What are the requirements for being a mentor?**

“The mentor must be a certified LSLC professional with a certification in good standing. Ideally, applicants will be mentored by an LSLC of their intended designation. However, LSLC mentors of either designation (LSLC Cert. AVT or LSLC Cert. AVEEd) may mentor any applicant. The mentor should observe the professional seeking certification providing listening and spoken language sessions or classes and provide the professional seeking certification with appropriate feedback via the forms included in the LSLC applications.” (The AG Bell Academy LSLC Mentor Handbook, pg. 6)

The Academy relies on the professional integrity of each mentor to uphold the rigor of the certification. A mentor is expected to consult with other mentors when their mentee has a situation that is outside their expertise.

### **3. What do other mentors charge for their services?**

While the Academy cannot set an amount for a fee, it is fully recognized that the mentor's time is of value and the profession cannot advance without their expertise. There is variation in how this issue is addressed. For those who are mentoring someone in their same place of work, the mentoring may be considered part of their job, and consequently there is no additional payment exchanged. For those who are mentoring someone outside of their own workplace, it is common for a fee to be paid. Fees will vary from person to person and should be agreed upon upfront by the mentor and mentee.

### **4. Do I need a formal agreement with my mentee?**

It is recommended that a professional mentoring relationship include a letter of agreement between the mentor and the LSLS applicant seeking certification. This agreement serves to clarify the roles and responsibilities of the participants and identifies how their mentorship will progress (e.g frequency of sessions, type of observations, fees). A structured mentoring agreement enables participants to talk about how the mentoring relationship will be carried out and can identify potential areas of difficulty that may arise during the mentorship so expectations are clear for all parties (from The Mentoring Process in The AG Bell Academy LSLS Mentor Handbook, pg. 13). Additional resources are available in the Mentor Handbook:

A Sample Mentorship Agreement

Key Components of Successful Mentoring Relationships

What Is Important About Me

### **5. What is considered the "start" date of the certification process and the mentoring period?**

"Date Mentoring Began" (start date) is indicated on each completed F-1 form.

The AG Bell Academy clarified what defined the start date in a resolution passed

on November 28, 2018. The start date for the mentoring relationship may be up to 6 months earlier than the date of the first mentored observation (1st F-1). The last mentoring session (20th F-1) will be between 36 months and 60 months after the "date mentoring began".

#### **6. How long does each mentored session have to be?**

Sessions should be at least 50 minutes in order to be considered as a complete session. How the mentee and mentor decide to divide up this time is an individual decision, but for each lesson taught, the required documentation would need to be submitted to the mentor. For example, if a mentee had two different lessons that were each 30 minutes in length, there would need to be two lesson plans and if there were two different children the accompanying audiological information as well as current level of functioning of each child. Only one F-1 form is submitted for each mentored session.

#### **7. What documentation is required for each mentored session?**

*From the mentee?* The mentee is required to provide the following information to the mentor along with either a live or recorded session:

- Case history
- Audiologic information including speech perception scores
- Lesson plan
- Diagnostic evaluations of spoken language skills

The mentee is also required to self-evaluate the session using the F2 form. The F2 form is available at AG Bell's website in the LSLS Application Packet or in the Mentor Handbook. [HYPERLINK](#)

*From the mentor?* The mentor is required to fill in the F1 form for each mentored session. The F1 form is available at AG Bell's website in the LSLS Application Packet or in the Mentor Handbook. [HYPERLINK](#)

#### **8. Do forms need to be filled out in English?**

Yes.

#### **9. Do forms have to be electronic?**

No. You can fill in the forms by hand and scan the documents if you choose to submit the application online. Please note that AG Bell Academy prefers to receive the application online

### **10. How many mentors can a mentee have?**

The parameters of one applicant with multiple mentors was defined November 28, 2018, in a resolution passed by the AG Bell Academy BOARD(?). When an applicant has more than one mentor, a "primary" mentor needs to observe at least 8 of an LSL candidate's sessions and the candidate needs to complete a Multiple Mentors Form. During the 36 to 60 month mentoring period of 20 observations, an LSL candidate may have up to 4 different mentors before needing to consult with the Academy for further direction.

### **11. How do I handle being both the supervisor and mentor of a colleague/mentee?**

Being both a mentor and a supervisor of a colleague can have its challenges, but it also creates rich opportunities for modeling and discussing LSL practices. As always, it is important to have deep discussions about the framework of the mentoring relationship, and during these discussions, addressing the unique nature of this duo relationship will be important. Click [HERE](#) (insert hyperlink to position statement on supervisors as mentors) to read a position statement on this topic.

### **12. What is Strengths Based Coaching and Mentoring?**

Strengths-based coaching and mentoring practices is influenced by the work in Positive Psychology and Adult Learning Theories. The learner identifies strengths and desires for growth through productive and positive conversations with their coach. The coach is responsible for creating a conversation that allows for trust and empathy while also inviting and framing possibilities for professional growth. Through this dynamic dialogue a strengths-based coach knows when to instruct or coach.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

Fredrickson, B. (2009). *Positivity*. New York: Crown.

Kauffman, C. (2006). Positive psychology: The science at the heart of coaching.

Losada, M. and Heaphy, E. (2004) The Role of Positivity and Connectivity in the Performance of Business Teams. American Behavioral Scientist, 740-765

Tschannen-Moran, Bl, & Tschannen-Moran, M. (2010). Evocative Coaching.

**13. I started mentoring using the old F-1 form. Do I switch to the new F-1 form or keep using the old one?**

The current F-1 form can be found [here](#). This is the form that should be used by all mentors regardless of whether or not they began the mentoring relationship when the previous F-1 was in use. INSERT DATES LIKE ELLEN DID

**14. How should candidates prepare for the examination?**

Know that all nine Domains of Knowledge for LSLS Certification are included on the certification exam. Domains (and subdomains) of Knowledge for LSLS

Certification include:

1. Hearing and Hearing Technology (14.3% of exam)
  1. a. Hearing Science
  2. b. Hearing Assessment
  3. c. Hearing Technology
2. Auditory Functioning (18.9% of exam)
3. Spoken Language Communication (14.9% of exam)
  1. a. Speech Development
  2. b. Receptive and Expressive Language
4. Child Development (8.6% of exam)

5. Parent Guidance/Coaching, Education, and Support (13.1% of exam)
6. Strategies for Listening and Spoken Language Development (14.9% of exam)
7. History, Philosophy, and Professional Issues (2.9% of exam)
8. Education (6.2% of exam)
9. Emergent Literacy (6.2% of exam)

Use the [LSL Specialist Exam Blueprint](#) to view the Knowledge and Skills Statements that are included in the nine Domains of Knowledge for Listening and Spoken Language Certification. The exam does not include content from every knowledge and skills statement. However, the Blueprint reflects the comprehensive knowledge and skills needed by a Listening and Spoken Language Specialist (Cert AVT and Cert AVEd) as confirmed through as indicated through a practice analysis survey of certified Listening and Spoken Language professionals. View the [AG Bell Academy Suggested References for LSLS Certification Examination Preparation](#). The AG Bell Academy for Listening and Spoken Language recognizes that there is an extensive body of excellent resources now available to Listening and Spoken Language Specialists. The suggested references list includes general overview sources for professionals who are preparing to take the examination. This list may be updated as new editions or comparative sources become available. Note: The listing of these references is intended for use as

study aids only. The Academy does not intend for this list to be exhaustive or to imply endorsement of these specific references, nor are all test items taken from these sources.

Make the most of working with your certified LSLS mentor or mentors by receiving feedback via the F-1 Form for each of your twenty required one-hour mentored sessions. The twenty sessions should be equally spread across your certification period with a minimum of 3 mentored and documented (F-1) sessions per year. Apply that feedback by being intentional about developing your LSL practice knowledge and skills across your certification period.

Consider taking the AG Bell Academy Practice Examination. The Practice Examination is designed to mirror the LSLS certification exam in style and question format as well as LSLS domain content. The test is helpful in providing the test taker familiarity with the exam format, but should not be viewed as an indicator as an indicator of a candidate's overall preparedness for the real LSLS exam. Contact the AG Bell Academy to access the Practice Examination.

### **15. What is the purpose of the F-1 Form?**

The F-1 can be used for a variety of purposes. It can be used as a guide for mentors to follow as they teach strategies and skills to aspiring LSLS mentees. It is documentation regarding the one on one discussion that was had with your mentee. The F-1 measures progress in the mentee's ability for teaching spoken language through listening. It is a record for the Academy of the observations that were completed.

The F-1 does not replace having a post-observation conversation with your mentee as this is a critical element of the mentoring process. A conversation between the mentee and mentor must take place with every F-1 completed.