

Guidelines and Framework for Developing Diverse, Culturally and Linguistically Competent Clinical Faculty

2019 Report For the Virginia Clinical Faculty/New Teacher
Mentor Best Practices Network (VBPN)

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Introduction

By the year 2020, census projections indicate that one half of the nation's under age 18 population will be children from racial and/or ethnic minorities (US Census Bureau, 2015; Committee on Cultural Competency, 2008). Likewise the Virginia Department of Education (VDOE) (2015) identified inexperienced teachers working in high minority schools as part of an achievement equity gap. Therefore, it is a priority that cultural competency be an essential skillset for today's classroom teachers. Teachers will need the knowledge, dispositions and skills to engage these students. It is more critical than ever before that teachers receive support to face the challenge of teaching diverse students effectively in their teacher preparation programs and as professional development for in-service teachers.

In 2018, the Virginia Clinical Faculty/New Teacher Mentor Best Practices Network (VBPN) was established to develop and implement cost-effective training programs to develop mentors for teacher candidates and beginning new teachers. This project was funded by a grant from the Virginia Department of Education. The goal of the project is to "significantly increase the pool of diverse, culturally competent Clinical Faculty and new teacher mentors... in the Commonwealth of Virginia to assist pre-service and beginning teachers working with teachers in critical shortage teacher areas to make a successful transition into full-time teaching" (VBPN, 2018).

James Madison University and its respective partnership with the MidValley Consortium for Teacher Education, a long-standing group of seven school divisions and four institutions of higher education who develop clinical faculty as mentors and facilitate cooperation and communication among its members (<https://www.jmu.edu/coe/esc/consortium.shtml>) was called upon. We were asked to help develop a coherent framework and guidelines to be able to develop a mentor curriculum based on a need for diverse, culturally and linguistically competent mentors that would ensure consistency and intentional, achievable outcomes and could be used for any workshop or training effort in the future. It is important to note that the group which developed this report does not consider itself experts in the area of cultural competence. Rather, their expertise is in designing clinical faculty workshops and facilitating that training. They accepted this opportunity as a means to become more knowledgeable in this important work in order to improve their own practice. The purpose of this report and the work done by its contributing members was to investigate best practices to better promote cultural competence understanding and growth across all mentorship development programs.

The vision is that in using these guidelines and framework, mentor workshops will be able to be created or revised to develop mentors for teacher candidates and beginning new teachers (referred to as clinical faculty) with a lens toward self-reflection, inclusivity, cultural competence, and relationship-building across diverse communities. In doing so, the mentor would further develop their growth mindset and help their mentee likewise to welcome change and see diversity as an opportunity.

The following reasoning guided the development of this report:

- A mentor must have a growth mindset, be willing to understand their personal implicit/unconscious biases, and grow in their knowledge and understanding of diversity;
- A mentor must help a mentee develop a growth mindset and cultural competence;
- A mentor must help a mentee develop and grow professionally and instructionally as a P-12 teacher who will meet the needs of a diverse community of learners and help positively impact learner families and the larger community.

This document was designed to assist institutions of higher education and school divisions in reviewing and revising or developing mentor programs. In developing this document, best practices in cultural competence and mentorship research from multiple fields was reviewed by contributors. Looking at practice in health-related fields, community building, as well as higher education and P-12 education, we quickly recognized that these different fields of research can help inform the work to be done as it relates to this topic.

Curricular Framework

Using a framework of topics for mentor training helped P-12 teachers, P-12 administrators, and university faculty to engage in both brainstorming activities and deep discussions on how to include the important concepts that would enable diverse, culturally and linguistically competent clinical faculty development. This led to the development of the objectives and outcomes that inform these guidelines. The agreed upon framework of topics to include in mentor development curriculum was taken from the MidValley Consortium’s long-established workshops (Hall, Hughes & Thelk, 2017).

The following six overarching considerations and topics are recommended to frame any curriculum developed to create clinical faculty mentors who are diverse, culturally and linguistically competent and who will work with student teachers and/or beginning teachers:

1. Understanding your mentee. A mentor must have a deep understanding of ‘who is’ their mentee, whether s/he is a student teacher or a beginning teacher. Research has long confirmed that mentors are most effective when they understand that their mentee’s needs may be different than their own and are aware and considerate of gender, cultural issues, and power differentials (King & Cubic, 2005; Ragins 1997; Ragins & Cotton, 1999). Understanding characteristics of mentees and their prior experiences will inform the mentoring process and techniques used in communication and collaboration. According to Walters et al. (2016), a review of literature related to mentoring indicates little attention to the concerns and challenges of underrepresented mentees. Therefore, a mentor must consider multiple points of differences that may exist between mentor and mentee, such as generational, gender, backgrounds and experiences, and cultural diversity. Also, the mentee will not learn in the same way as a P-12 student in their classroom, so understanding a mentee in terms of their experience as a young adult or adult learner is important.

2. Establishing a relationship. Building a collaborative relationship between a mentor and mentee is vital to being able to communicate effectively, as well as to share and receive

meaningful feedback. In order to establish a relationship, mentors must be good communicators, give effective feedback, be trustworthy, empathetic, and active listeners, and promote self-reflection (Davies & Gibbs, 2011). Any mentor training must include the importance of welcoming their mentee (Hall, 2017; Valencia et al, 2009), including making introductions, sharing materials, and helping them to navigate the culture of the school by understanding existing norms. Skills in understanding relationship models (e.g. Rock & Garavan, 2006) are as important as understanding the importance of building trust (Combs, Harris & Edmonson, 2015).

3. Co-teaching strategies. While co-instruction models are deeply valued in teacher preparation programs and highly utilized in school systems, there is still much work to be done in implementing successful co-teaching models. The importance of these models, along with co-planning and co-assessment, are recognized as vital to effective clinical faculty and mentor training programs. Experts in the field have written how-to books for this important construct, such as Friend (2018) and Potts, Howard & McDuffie-Landrum (2011), which can help guide co-teaching conversations and practices between clinical faculty mentors and their mentees. The MidValley Consortium created a resource handbook (2000) almost 20 years ago to support this important work, and the value and importance has only grown over time.

4. Standards for teachers. All teacher candidates and beginning new teachers should understand the expectations related to the seven standards for Virginia Uniform Performance Standards and Evaluation Criteria for Teachers (VDOE, 2011). These standards outline minimum expectations and guidelines for professional knowledge, assessment, planning, learning environments, instruction, student academic progress and professionalism. Mentees must be aware of the criteria by which they will be evaluated in their positions. Furthermore, the Interstate New Teacher Assessment and Support Consortium (InTASC) (Council of Chief State School Officers, 2013) outline the professional continuum of standards for ongoing professional development of teachers. Mentor training should be developed with these standards clearly identified and aligned so that mentees can be highly prepared for the expectations of their profession.

5. Conferencing and observation strategies. Effective mentors are capable of systematic observation, feedback, and conferencing skills developed through training (Killian & Wilkins, 2009). Pre- and post-conferencing techniques and observation strategies are skills that most mentors must develop in order to successfully work with a teacher candidate or beginning teacher. Whereas this training is usually a part of administrator preparation, classroom teachers who will be acting as these mentors rarely have experience in facilitating these conversations or conducting observations. Rather, these mentors are usually at the other end of the experience – having been observed and/or having conferenced with their administrator. Therefore, it is highly important that mentors receive training in best practices related to these skills, such as collecting and analyzing data related to at-task behaviors, teacher movement, selective verbatim, and verbal flow, to name a few, and conferencing techniques that can be used for reflective conversations.

6. Mentoring conversations and coaching strategies. Understanding the appropriate mentoring language, e.g. paraphrasing, clarifying, non-judgmental language (New Teacher Center, 2016) and approaches to mentoring, e.g. reflective, direct and collaborative mentoring (IRIS Center for Training Enhancements, 2013) will enable mentors to be successful and help mentees achieve desired goals. Feedback is a powerful tool (Hattie & Timperley, 2007; Hall 2017) that mentors wield that can make or break the growth and success of a mentee depending on how feedback is delivered. Likewise, using instructional coaching strategies (e.g. Knight, 2007) can lead to successful outcomes when the principles are used without judgment. These important strategies are necessary for any new mentor’s toolbox.

Objectives and Outcomes

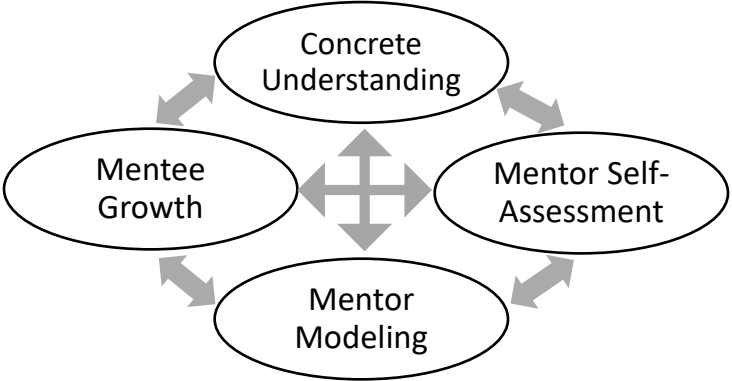
Based on this framework, project contributors established a list of objectives and outcomes. The following table provides the knowledge and abilities that will be expected of a mentor who goes through a training designed to develop diverse, culturally and linguistically competent clinical faculty.

<p style="text-align: center;">Objectives</p> <p>The learner (clinical faculty mentor) will understand/become aware of:</p>	<p style="text-align: center;">Outcomes</p> <p>The learner (clinical faculty mentor) will be able to:</p>
<ul style="list-style-type: none"> • What diversity means in their own classroom with their students 	<ul style="list-style-type: none"> • Describe the variety of diversity that exists in their own classroom with their P-12 students, using person first language and sharing facts (not opinions)
<ul style="list-style-type: none"> • The attitudes, skills, and knowledge for cultural competence in order to understand, communicate with and interact with people across cultures 	<ul style="list-style-type: none"> • Be more aware of their own views, seek out knowledge of different cultural practices and views, and develop positive attitudes towards cultural differences
<ul style="list-style-type: none"> • Terminology as it relates to diversity, including person first language 	<ul style="list-style-type: none"> • Define terms associated with diversity using positive growth language and inclusive and equitable language
<ul style="list-style-type: none"> • How to create a shared understanding of diversity 	<ul style="list-style-type: none"> • Plan a conversation with mentee to create a shared understanding of diversity
<ul style="list-style-type: none"> • Their own implicit/unconscious biases 	<ul style="list-style-type: none"> • Recognize and articulate their biases
<ul style="list-style-type: none"> • The value of a growth mindset 	<ul style="list-style-type: none"> • Set goals and share their growth progress
<ul style="list-style-type: none"> • How to recognize and address/interrupt microaggressions 	<ul style="list-style-type: none"> • Spot a microaggression and interrupt it by encouraging respectful communication using best practices to address microaggressions

<ul style="list-style-type: none"> • The power differential between the mentor and the mentee (student teacher and/or beginning, new teacher) 	<ul style="list-style-type: none"> • Be transparent and create a shared understanding of expectations
<ul style="list-style-type: none"> • How to build relationships with diverse people – students, mentees, others 	<ul style="list-style-type: none"> • Use strategies to build relationships and risk making mistakes
<ul style="list-style-type: none"> • How generational differences might impact the mentor-mentee relationship 	<ul style="list-style-type: none"> • Describe the differences in mentor and mentee generations and how to successfully navigate these differences
<ul style="list-style-type: none"> • How to observe without bias and give culturally competent feedback to mentees 	<ul style="list-style-type: none"> • Practice observation skills without bias • Write and articulate meaningful feedback
<ul style="list-style-type: none"> • Practical strategies and skills to help a mentee develop an inclusive classroom community 	<ul style="list-style-type: none"> • Help mentee identify facts (not opinions) about their students • Model positive growth language with P-12 students for mentee • Refer to content, strategies and skills that were reviewed in workshop when needed.

Report Outline

Within the overarching curricular framework, four areas of understanding – Concrete Understanding, Mentor Self-Assessment, Mentor Modeling and Mentee Growth - were established to convey the interdependent work that must be done. Each of these understandings will be discussed as a section of the report and will include suggested activities and resources, as well as where it might fit best into the greater framework. As described, each of these areas of understanding impacts one another in a cyclical manner.



Concrete understanding. This section helps to establish definitions so that the mentor and mentee can be rooted in the same understanding. Whereas there are multiple definitions

for these complex concepts, e.g. diversity and all its many components, cultural competence, cultural and/or implicit and/or unconscious bias, linguistic competence, microaggressions, and a growth mindset, these ideas must be understood and reviewed over time and incorporate changes that may occur in the literature.

Mentor self-assessment. Mentors must not only have a vocabulary that enables them to discuss these complex concepts, but must also be acutely aware of where s/he is in their own cultural competence. This comprises an understanding of what their practice looks like, their own biases, and how to address them. As part of this self-assessment is the reflective piece of recognizing ways to grow in their own practice.

Mentor modeling. In order to be an effective mentor, it is important to model best practices in cultural competence as a P-12 teacher in one's own classroom as well as be a role model for a student teacher or beginning teacher. This means presenting a growth mindset in both communications and practice. It is important for a mentor to be able to break down what good practice looks like when they are doing it, and to use reflective practices to consider if best practices are being modeled for a mentee.

Mentee growth. The outcome for any good mentor program is for the mentee to grow in his/her understanding of what it means to be an effective educator. Therefore, mentees, whether a student teacher or a new teacher, must understand where they are in their own cultural competence and share this with their mentor so they can work together. The mentor must set clear expectations to enable the mentee to understand what they need to do to improve upon in their practice. Goal setting is an important function of growth. It is vital that all stakeholders remember that the practice of teaching is a continuum, no matter where we are in our experience, we can always grow.

Concrete Understanding

Educators have an obligation to be culturally and linguistically competent. Cultural competence requires educators to understand their own views about cultural differences they experience within their classroom and everyday lives. This includes knowing what diversity means in their own classroom, how it impacts the classroom and learning dynamics, and eventually how to help their mentee identify the diversity that exists in the learning environment. In addition, cultural competence includes understanding microaggressions that can be experienced or observed, how they can impact their classroom, and how to create a classroom community that can identify biases and makes an intentional effort to minimize harmful effects.

Prior to a mentorship relationship beginning, a mentor teacher needs to identify and describe the diversity within their own classroom, using person-first and factual information, while minimizing or eliminating opinions. The classroom teacher also needs to identify their own biases and how they could impact the classroom. When a mentorship relationship is being established, key vocabulary needs to be understood, and a shared definition needs to be developed, including the meaning and impact of each definition within their classroom.

It is vital that any curriculum start with concrete definitions. The following definitions are one set of examples that could be used or can be modified based on current understandings:

Diversity – ways that people are both alike and different. “The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status (National Education Association, n.d., para. 1).”

Cultural competence – ability to recognize differences among students and families from a variety backgrounds and cultural groups, responding to differences positively, and being able to effectively interact in a range of cultural environments (Lindsey, Robins, & Terrell, 2003).

Linguistic competence – ability to effectively communicate by conveying information that is understood by a diverse audience (National Clearinghouse on Supportive School Discipline, 2014).

Microaggressions – biases that emerge in interpersonal situations and when making decisions; they can include insults, slurs, and/or humiliation. Three types of microaggressions include microassaults, microinsults, and microinvalidations (Finley, 2019).

Growth Mindset – understanding that abilities and intelligence can be developed and is not fixed. Having a growth mindset drives motivation, resulting in higher achievement. (Mindset Works, 2017)

Once concrete understandings are established, the mentor teacher should share information about their students, using person-first language, with their mentee. It is imperative that the mentorship relationship and communication is based on positive growth language to benefit all parties involved. Both the mentor and mentee need to identify their own biases and discuss how they could impact their ability to teach and build positive relationships with their colleagues and students.

Activities and Resources

A concrete understanding is foundational for any part of the curriculum; however, this area might lend itself best to be included in sections related to developing mentoring relationships, co-teaching strategies, expectations for performance and professional standards, and mentoring conversations. Suggested activities include:

1. Mentors can brainstorm definitions to reflect on current understandings, review definitions from literature, such as Livingstone’s (2014) article defining cultural competence (see <https://wehearyou.acecqa.gov.au/2014/07/10/what-does-it-mean-to-be-culturally-competent/>), and describe any gaps in personal understandings, and practice using shared

language with others to prepare for creating shared definitions during the mentorship. To aid in understanding these concepts there are videos and resources, such as those found at Teaching Tolerance: <https://www.tolerance.org/professional-development/culture-in-the-classroom> to help mentors reflect on these concepts.

A very helpful tool to understand cultural competence in a multicultural world, which includes PowerPoints, videos, discussion questions, and activities can be found in The Community Toolbox (2018) at <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence>.

Intercultural communication, including language, perceptions, nonverbal behaviors, values, and assumptions, need to be understood and modeled. Mentors can review and discuss resources such as:

Bennett, M. J. (1998). Intercultural communication: A current perspective. *Basic Concepts of Intercultural Communication*. Edited by Milton Bennett, Intercultural Press: Boston, 1-32.

2. Mentors should consider what it means to have a growth mindset. Mentors can read an article and discuss it, such as:
Hochanadel, A. & Finamore, D. (2015). Fixed And Growth Mindset In Education And How Grit Helps Students Persist In The Face Of Adversity. *Journal of International Education Research*. 11(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1051129.pdf>
3. Facilitators must first clarify what microaggressions are so that mentors can recognize them when they occur. For example, review this video (18:03) about microaggressions in a higher education classroom: <https://www.youtube.com/watch?v=ZahtlxW2CIQ>, or this PowerPoint from Portland State University (Eck & Luka, n.d.):
<https://www.pdx.edu/diversity/sites/www.pdx.edu.diversity/files/Spotting%20and%20Addressing%20Microaggressions%20Workshop.pdf> can help mentors define and recognize this behavior experienced by underrepresented groups, and learn ways to address them.

Mentors can further reflect on an experience that they were involved in when a microaggression occurred (either by them or in their proximity) and consider how they might act differently now. In order to develop skills to arrest microaggressions, use case studies from actual experiences or examples of situations when microaggressions occur between a) P-12 students; b) teacher and student; c) colleagues; and allow mentors to reflect on and discuss how to handle the situation.

4. Mentors can develop an awareness of diverse language and instructional strategies if they practice planning a co-teaching experience that demonstrates dialogue and diverse views, as well as varied cultural examples. How will a mentor implement this with a mentee? Consider incorporating positive language in your planned dialogue, such as ideas found in <https://www.edutopia.org/article/positive-words-go-long-way>.

5. Mentors can practice using person first language and culturally responsive communication practices, which includes current language for racial and/or cultural identities. Mentors should reflect on what strategies they use or could use to learn about their students, integrate culturally relevant materials and resources, e.g. literature, scenarios, games, speakers, projects, cooperative groups, and media that positively depict a range of cultures. Consider using a resource such as:
Hollie, S. (2017). *Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12* (2nd edition). Huntington Beach, CA: Shell Education.
6. Mentors can examine the data from their own school and begin to identify the achievement gaps that exist. Some strategies for closing the achievement gaps can be viewed at:
<http://www.nea.org/home/13550.htm>

Mentor Self-Assessment

Possessing a culturally competent mindset will result in having the attitudes, skills, and knowledge necessary to understand, communicate and interact with people across cultures. In order for teachers to work effectively with diverse students, they must first reflect, recognize, and understand their own cultural attitudes, biases, and beliefs. Asking questions such as, ‘Where am I in my own cultural competence?’ and ‘How can I continue to grow in my own practice?’ will form the basis for the self-awareness needed to be successful in this mentor training. It is only by recognizing and understanding one’s own implicit and unconscious biases and practices, and then being able to articulate those biases, that each mentor will be ready to espouse culturally competent practices in their own classroom and model it for their mentee.

Additionally, a mentor must recognize that their knowledge and experience will be different than the knowledge and experience of their mentee. Whereas the mentor has had more time in the profession and expertise in instruction, the mentee will have fresh new perspectives, research, and knowledge, and perhaps more training in the area of cultural competence, to guide practice. The mentor must assess and understand his/her self-efficacy in cultural competence, and identify the generational differences and other areas of diversity which may impact the mentor-mentee relationship.

Activities and Resources

Self-assessment is a necessary beginning for a mentor teacher to understand his/her own beliefs and how they impact their instructional practice. It is also a good point for comparison between characteristics of the expert mentor and the novice mentee. Through the process of self-assessment, a mentor will not only be able to prepare to take on the work of mentoring and coaching a mentee, but will also be able to consider areas for personal growth. The areas of framework that might best lend itself to this process include understanding the mentee, developing mentorship relationships, co-teaching strategies, observations, and mentoring conversations. Suggested activities include:

1. Mentors should consider what the important characteristics are for mentorship and how those behaviors and dispositions can help develop their mentee. A helpful activity is to begin the training with the mentor creating a graphic brainstorming all of the characteristics they believe are important for mentorship, and at the end of the training they can review this list and revise it with their new found understandings.

Similarly, mentors should consider ‘What are the characteristics of novice teachers as opposed to experienced teachers?’

2. As indicated earlier, a key to success in this endeavor is for the mentor to model and help their mentee develop a growth mindset. Mentors can complete a self-inventory to determine their mindset, such as <http://blog.mindsetworks.com/what-s-my-mindset>.
3. Multiple variations of personality tests are easily found online, whether it be based on the big five personality theory or a Myers-Brigg analysis, these fun tests enable mentors to get to know their personality type in order to consider important questions for relationship development, such as ‘How do I communicate with someone who has a very different personality?’.
4. Being generationally savvy is important for mentors. They need to be aware of their own generation and the significant values and experiences that guide their thinking. It is important to understand this dimension of diversity in order to communicate and collaborate across generations as a mentor. There are many articles and activities written about this topic found online, for example this podcast and handout from Jennifer Abrams (2015): <http://www.educatorslead.com/jenniferabrams/>; <https://learningforward.org/docs/default-source/pdf/abrams-webinar-handout.pdf>.
5. Of critical importance is the need for a mentor to self-assess his/her implicit biases. While there are numerous assessments, Project Implicit (2011) from Harvard has a whole host of assessments related to implicit associations about race, gender, sexual orientation and other biases at: <https://implicit.harvard.edu/implicit/selectatest.html>.
6. Building relationships with people from different cultures is an important starting point for developing clinical faculty mentors who are diverse, culturally and linguistically competent. Mentors should experience interactions and conversations with people with different backgrounds, values, and cultural differences. This is best done face-to-face if possible. Interactions with people from different schools and divisions during mentor workshops is a great place to start. One example of how to understand cultures and build relationships (Axner, 2018) can be found at: <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/building-relationships/main>.
7. Mentors should self-reflect on their teaching style – what instructional methods do they use most? There are multiple articles that discuss effective teaching styles and it is helpful if a

mentor determines their style and recognizes that their mentee may have a different style – and that in addition to engaging their own students and meeting the diverse needs of students at different levels, their mentee may have a very different approach to instruction that is equally effective. Taking one of many teaching style inventories found online will enable a mentor to reflect on some of their current practices.

8. Mentors can self-reflect on their cultural competence by exploring their identity which influences perspectives and behaviors. Guiding questions can be found in a guide developed by the US Department of Health and Human Services (Centers for Disease Control and Prevention, 2014):
https://www.cdc.gov/dhbsp/docs/cultural_competence_guide.pdf.
9. Mentors need to practice describing a situation without judgment. After learning about different observation strategies, mentors should practice doing observations from videos or of their colleagues by writing down data that is just facts, no opinions. They should also practice analyzing the data and writing meaningful feedback with just facts, no opinions.
10. Mentors can reflect on a past lesson with specific attention to how they supported individual needs and/or demonstrated an awareness of cultural differences. How might they update the same lesson to better meet the students' needs? This is good practice to understand one's own practice and to be able to review a mentee's lessons in the future.
11. Mentors must be prepared for the fact that their mentee might ask questions. Reflecting on how we will react if our mentee observes issues or areas of growth in observations of our own instruction is helpful. Have a colleague of a mentor do an observation of their instruction in preparation. How did it go? How did you as the mentor respond to feedback?

Mentor Modeling

Role modeling effective practices by demonstrating experience and competence is a vital component of effective mentorship (Chun, Soski, & Nam, 2012; Davies & Gibbs, 2011; Sayeski & Paulsen, 2012). It becomes even more important when it is related to helping a mentee develop cultural competence. Developing culturally responsive teacher education pedagogy has been a hot topic in education for over 20 years, yet we still need all teachers to demonstrate the knowledge, skills, dispositions, and have the experiences needed to teach students who are both culturally and linguistically diverse. This means mentors need to model sociocultural consciousness (an understanding that thinking and behaving is impacted by diversity), demonstrate affirming attitudes towards diverse students, acting as agents of change who are willing to confront barriers to change in their schools, and utilize culturally responsive teaching strategies that develop skills such as critical thinking, problem solving, collaboration and consideration of multiple perspectives (Kea, Campbell-Whatley, & Richards, 2006).

Activities and Resources

Role modeling is a critical component of effective mentorship and curricular activities should include ideas related to how mentors act as professionals in their own practice and what behaviors and attitudes they should be transparently conveying to their mentee. Modeling will take place in all six areas of the framework and activities related to this should be about awareness and transparency. When modeling, a reflective practitioner will be aware of what they are doing and why, and will consider what they might do in the future to continue to improve their practice. Suggested activities include:

1. Sometimes teachers will be silent on issues of diversity and inequities because these are not comfortable issues to deal with. As a role model, mentors must step outside of their comfort zone and talk about it candidly. Silence generally reinforces biases, so effective mentors must be willing to take an active role in seeking out inequities and discrimination in our classrooms, school community and in broader society (Winkler, 2009). Mentors can practice having these uncomfortable conversations with partners during a workshop or with trusted colleagues.
2. Once mentors have defined and self-assessed their growth mindset, it is important to consider ways to model continued growth both as an instructional expert and in terms of cultural competence. There are resources on ways to continue to develop a growth mindset such as Briggs (2015): <https://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/>; use some of the 25 suggestions to create opportunities for growth.
3. Mentors should be aware of InTASC standards and be constantly working to improve along the continuum of novice to expert. Activities can be created to reflect on these topics such as matching standards with performance behaviors, essential knowledge and critical dispositions.
4. Classroom management techniques are one of the most important areas of growth and learning for new teachers. Mentors need to model what works for them and try to be transparent about why they make each decision. More importantly, they should be aware of the racial disparities that often exist in discipline. Studies have shown that teacher responses contribute to differences in discipline because if teachers provide differential treatment to students of color it can result in repeated misbehavior (Okonofua & Eberhardt, 2015). Therefore, it is important for mentors to be aware of their own biases and to be explicit about their methods for fair and equitable treatment of children in their classroom. Video observations of instruction and data analysis is a helpful way to evaluate fairness and consistency in management techniques.
5. Mentors need to explicitly model how to work across cultures. Modeling ways to understand other cultures, recognizing the complexity of cultures, rather than the stereotypes, by learning about different values and viewpoints, and allowing others to share

their knowledge (Osland et al., 2000) is critical for effective mentors. Reflection and discussion activities can help mentors create a concrete plan on how they will do this.

6. Mentors should consider what their mentee might experience differently, e.g. considering power differentials and inexperience. In order to navigate this power differential as a role model, mentors must co-construct a plan for communicating, perhaps proposing a memorandum of understanding that explicitly outlines expectations, e.g. how mentees can speak up if they have a conflict or disagreement (Stringer, 2016). Creating a sample plan with a colleague would be good practice for the mentorship relationship.

Mentee Growth

The final set of understandings is related to curriculum that supports the mentor teacher in their efforts to effectively help a mentee to develop and grow as a P-12 teacher and meet the needs of diverse learners, both inside the classroom and in the local community. During their teacher preparation, it is extremely likely that most mentees have been supported and challenged in developing their multicultural awareness, but like most areas of growth, they may be at different developmental stages when they reach their student teaching experience (McAllister & Irvine, 2000). Culturally responsive pedagogy should be taught in preparation for a culturally responsive classroom (Taylor, 2010). Therefore, teacher preparation programs should already be preparing students to teach culturally, not teaching about culture, but rather preparing candidates to develop expertise in learning about all their students' cultural and language practices (Rueda & Stillman, 2012).

Consequently, beyond modeling cultural competence for a pre-service teacher, the mentor must be available to support the mentee as s/he assumes teaching responsibilities and reflects on his/her effectiveness in relating to diverse students and their families. This will rarely happen without intentional effort. As Bonilla and Rivera (2008) explain, "The nature of mentoring is more than supervising student teacher work . . . it is understood as the process of supporting student teachers in their pedagogical practice by dialoguing, negotiating ideas, and giving advice on the way they can improve teaching actions. This process is supposed to help student teachers acquire reflective skills to be critical participants of their own practice." (p.82) Therefore, mentors should be prepared to ask questions during pre- and post-observation conversations that will enable the mentees to critically reflect on how their attitudes and pedagogical practices will impact (before instruction) or have impacted (after instruction) each student's learning.

Although mentee growth occurs on many levels during the student teaching experience, at least occasional observations should include a specific focus on the mentee's cultural competence during the lesson so that these dynamics can be discussed more explicitly within the context of "real-life" classroom experiences. "Just exposing pre-service teachers to diversity does not mean they have developed a disposition that is desired in multicultural education" (Krummel, 2013, p. 4). Hopefully, mentees will have discussed culturally responsive theories and practices in their teacher education courses; however, it is in the K-12 classroom during the

student teaching experience and as they become new practitioners that they have the opportunity to identify these strategies and approaches, put them into practice, and then reflect on their effectiveness.

Communication with students' families is also critical to academic success (Jeynes, 2003), and yet this can present challenges for pre-service and beginning teachers who do not have much experience relating to families whose cultures and primary languages are different from their own (Shultz, 2018). The more exposure and experience that mentees have in relating to the parents and other family members of their students, the more confident and effective they will be when partnering with students' families in their own future classrooms (Symeou, Roussounidou, & Michaelides, 2012).

Activities and Resources

While each of these areas of understanding have been important in developing a curriculum, arguably this section is most critical because the idea is that the mentor should be prepared to help their mentee, whether a student teacher or a new teacher, grow in their abilities. This section cuts across all six area of the framework. Therefore, the activities suggested to help mentors support their mentees to grow in cultural competencies have been separated by the area of framework it would likely fit best in:

1. Understanding your mentee

- Mentors can develop meaningful and purposeful questions that allow mentees to share their stories.
- Mentors can learn about mentee personality traits and/or cultural traits to help understand their experiences, attitudes, and preferred communication techniques.
- Mentors should understand that their mentee may be very aware of diversity issues through more recent teacher preparation. Mentors can ask the mentee about their understanding of diversity issues so that the mentor can more effectively support (or enhance) those understandings as needed.

2. Establishing a relationship

- Provide multiple and varied opportunities for the mentee to learn to know the students in the classroom: access to students' files; responses to a student and/or parent/guardian survey about backgrounds, learning styles, and personal interests; and mentee interaction with students inside the classroom and in other settings (recess, after school clubs, etc.). Meaningful relationships break down stereotypes and open the door for more effective teaching and learning.
 - Welcome the mentee to the school, class, and make introductions with all colleagues that are part of the school community.
 - Create an activity for student introductions, e.g. create a personal profile for each student.
 - Create the space and time and an organizational tool to allow the mentee to observe the students.

- Use a ‘getting to know you’ self-identity survey or set of questions to facilitate the relationship between the mentor and mentee.
- Share non-biased information with student teacher mentees about the P-12 students so the student teacher can identify with and connect with all learners to meet their needs.
- Everyone has a story. Mentors should share their story and ask mentee to share their story. Identify similarities/differences and/or shared experiences.
- Have the mentee use the resource found earlier in the mentor self-assessment section to identify their implicit biases. The mentor and mentee can openly discuss their biases and how they might impact their mentorship relationship and/or their relationship with students.
- Mentors will want to create a shared culture – from ‘my way’ to ‘our way’. Creating a memorandum of understanding can be a useful way to co-construct ideas for decision-making.
- Discuss definitions related to diversity from the concrete understanding above, and establish shared definitions and language during the mentorship.
- Mentors should reflect on and be explicit about the ‘cultural norms’ of the school community – the hidden rules of the school.

3. Co-teaching strategies

- Provide opportunities for the mentee to lead “morning meetings” or classroom discussions that highlight issues of cultural diversity as they relate to the content and/or the development of a learning community. (If conversations such as these are seen as taboo, they will likely never develop these skills and apply them in their future classrooms.)
- Identify diversity in teaching styles and respect differences in instructional styles.
- When co-planning and co-teaching, have a conversation about how to differentiate lessons according to the unique characteristics of the students in the class.
- Plan and implement co-teaching that demonstrates dialogue and diverse views, as well as varied cultural examples.
- Identify culturally responsive practices during co-planning and when assessing. Model how to interact with and teach all students in a culturally responsive manner.

4. Standards for teachers

- Share the February 22, 2019 Virginia Superintendent’s *Resources to Support Student and Community Dialogues on Racism* (Lane, 2019) at www.doe.virginia.gov/administrators/superintendents_memos/2019/index.shtml
- Have intentional conversations with mentees about standards related to diversity. [Institutions of higher education should consider these standards in assessment tools for student teachers.]
- Provide as many opportunities as possible for the mentee to communicate and/or interact with parents and families of their students so that they can confront their fears and develop these skills (i.e. parent/teacher conferences, translate classroom newsletters, home visits, etc.).

- Allow for and engage in conversations about uncomfortable topics, discuss ethics, debrief uncertain moments with mentee to develop an inquiry/growth mindset.
 - Have the mentee do a community analysis of local housing options, employment opportunities, immigrant services, houses of worship/faith communities, etc.
5. Conferencing and observation strategies
- Help the mentee identify facts, rather than just opinions, about their students.
 - Ask questions that cause the mentee to focus on each student's strengths, abilities, and prior knowledge, rather than applying a deficit lens.
 - Review written lesson plans together and have the mentee identify evidence of responsiveness to the cultural diversity of their students within those plans.
 - In advance of lesson observations, discuss with the mentee some specific examples of what to look for when observing related to the mentee's cultural competence. (Note - without an idea of what the target skill looks like, they are not as likely to be successful.)
 - Practice is important to provide data and meaningful feedback after an observation so that it purposefully and explicitly explains possible views from different perspectives.
 - When conferencing after a lesson or observation, recognize the mentee's strengths and evidences of cultural competence while also discussing ideas for continued improvement.
6. Mentoring conversations and coaching strategies
- Read an article or case study about microaggressions or other topics related to cultural diversity, and discuss it together.
 - Identify a microaggression that occurred in the classroom and discuss how it was handled, or how it could be interrupted and dealt with in a future occurrence using best practices.

Conclusions

The purpose of this report is to provide a coherent framework and guidelines for any mentor training to incorporate ways to develop diverse, culturally and linguistically competent clinical faculty to work with student teachers or mentor beginning teachers. There are multiple details and perspectives to consider when developing curriculum. A list of objectives and outcomes are included, as well as a framework and areas of understanding that must be covered within the framework.

The framework describes six topic areas that must be included in any curriculum:

1. Understanding your mentee
2. Establishing a relationship
3. Co-teaching strategies
4. Standards for teachers
5. Conferencing and observation strategies
6. Mentoring conversations and coaching strategies

Within this framework, there are four types of understandings that must be conveyed:

1. Concrete Understanding
2. Mentor Self-Assessment
3. Mentor Modeling
4. Mentee Growth

For each understanding, suggested activities and some resources have been provided for mentor program developers to get started in creating, reviewing, and revising their curriculum. The activities should be embedded within the framework and all of the standards of the profession should be considered. In particular, it would be useful for the curriculum developer to align the activities to the Virginia Performance and InTASC standards, particularly those related to diversity. Curriculum developers will need to create the materials and use the resources that best meet their needs.

For a copy of the materials and activities used by the MidValley Consortium for Teacher Education for clinical faculty workshops and clinical faculty mentors for new teachers workshops, please contact Dr. Dara Hall at halldm@jmu.edu or go to the consortium website for other contact information <https://www.jmu.edu/coe/esc/consortium.shtml>.

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*Please note this reference list does not include many of the additional resources for activities with web-based links or written resources given in the body of this report, as they did not contribute directly to the content of this report and are only suggested examples of resources that can be used.