Key Competencies in Linguistically and Culturally Sustaining Mentoring and Instruction
for Clinically-based Grow-Your-Own Teacher Education Programs

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Abstract:

Grow-Your-Own (GYO) Teacher Education programs that aim to diversify and strengthen the teacher workforce must provide high-quality learning experiences that support the success and retention of Black, Indigenous, and people of color (BIPOC) teacher candidates and bilingual teacher candidates. Such work requires a holistic and systematic approach to conceptualizing instruction and mentoring that is both linguistically *and* culturally sustaining. To guide this work in the [Master of Arts in Teaching in Clinically Based Elementary](#) program at Oregon State University's College of Education, we conducted a review of relevant literature and frameworks related to linguistically responsive and/or sustaining teaching or mentoring practices. We developed a set of ten mentoring competencies for school-based cooperating/clinical teachers and university supervisors. They are grouped into the domains of: Facilitating Linguistically and Culturally Sustaining Instruction, Engaging with Mentees, Recognizing and Interrupting Inequitable Practices and Policies, and Advocating for Equity. We also developed a set of twelve instructional competencies for teacher candidates as well as the university instructors who teach them. The instructional competencies are grouped into the domains of: Engaging in Self-reflection and Taking Action, Learning About Students and Re-visioning Instruction, Creating Community, and Facilitating Language and Literacy Development in Context. We are currently operationalizing these competencies to develop and conduct surveys and focus groups with various GYO stakeholders for the purposes of ongoing program evaluation and improvement, as well as further refinement of these competencies.

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Linguistically and Culturally Sustaining <u>Mentoring Competencies</u>

FACILITATING LINGUISTICALLY AND CULTURALLY SUSTAINING INSTRUCTION

Mentors model and facilitate the use of linguistically and culturally sustaining pedagogies that will ensure inclusive learning environments and support the success of all students, especially those who are BIPOC and bilingual.

Mentors use data to engage the teacher candidate in examining and improving their linguistically and culturally sustaining instructional practice.

ENGAGING WITH MENTEES

Mentors demonstrate communication and interpersonal skills that support relationship building with teacher candidates, especially BIPOC and bilingual candidates.

Mentors use reflective conversation skills to engage teacher candidates, especially those who are BIPOC and bilingual, in collaborative problem solving and reflective thinking to promote self-directed learning.

Mentors use mentoring and collaboration time effectively, implementing procedures and routines that support the learning of teacher candidates, especially those who are BIPOC and bilingual.

RECOGNIZING AND INTERRUPTING INEQUITABLE PRACTICES AND POLICIES

Mentors recognize systemic bias, racism, and discrimination (based on race, language, culture, gender, and other identities) in the policies and practices of educators, schools, districts, and communities.

Mentors facilitate serious and productive discussions about issues of linguistic/cultural (or other forms of) discrimination, racism, and systemic bias that occur in the classroom and school.

ADVOCATING FOR EQUITY

Mentors navigate and build relationships with families and community members who face discrimination (based on race, language, culture, gender, and other identities) to foster students' success.

Mentors facilitate connections with BIPOC, bilingual, and/or other affinity groups in the school, district, and/or community.

Mentors advocate in the school and larger community on behalf of teacher candidates who face discrimination (based on race, language, culture, gender, and other identities).

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Linguistically and Culturally Sustaining Instructional Competencies

ENGAGING IN SELF-REFLECTION AND TAKING ACTION

Teachers critically reflect on their own backgrounds (cultural/linguistic/racialized) to recognize and evaluate implications for pedagogy and interaction with students.

Teachers identify and interrupt language-based discrimination, racism, and systemic bias through classroom practices and school-wide (or community) advocacy.

LEARNING ABOUT STUDENTS AND RE-VISIONING INSTRUCTION

Teachers learn about students' cultural/linguistic/racialized backgrounds, experiences, skills and assets.

Teachers draw on students' cultural/linguistic/racialized backgrounds, experiences, skills and assets to inform curriculum and instruction.

Teachers bring real-world issues relevant to students' lives into the curriculum.

Teachers establish and communicate high expectations for all students, especially those who are BIPOC and bilingual.

CREATING COMMUNITY

Teachers model genuine respect for and interest in students' cultural/linguistic/racialized backgrounds, experiences, skills and assets.

Teachers build an inclusive classroom community that combats cultural/linguistic/racialized marginalization.

Teachers engage with BIPOC and bilingual families and community groups to inform their instructional choices.

FACILITATING LANGUAGE AND LITERACY DEVELOPMENT IN CONTEXT

Teachers apply knowledge of language and literacy development to provide environments that affirm, sustain and expand the expertise of all students, especially those who speak multiple languages or language varieties.

Teachers provide and encourage opportunities for multilingual students to develop their bilingualism/biliteracy and to support their learning across the curriculum.

Teachers create opportunities for all students to develop content learning and critical perspectives through dialogue.

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Selected Resources Utilized in Competency Development:

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