Linguistically and Culturally Sustaining Mentoring and Instruction (LCSMI)
in Teacher Education:
Surveys for Teacher Candidates, Mentors, and University Instructors

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Abstract:

These surveys were developed from the Key Competencies in Linguistically and Culturally Sustaining Mentoring and Instruction for Clinically-based Grow-Your-Own Teacher Education Programs (Kibler et al., 2021: https://ir.library.oregonstate.edu/concern/defaults/j9602713n). They are designed for use in teacher education programs for purposes of assessing program strengths and needs and improving program quality.

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College of Education

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Linguistically and Culturally Sustaining Mentoring and Instruction (LCSMI) in Teacher Education:
Survey for Teacher Candidates

Definitions: In this survey, we will be using terms that we want to define here:

- **Linguistically and culturally sustaining instruction** encompasses culturally and linguistically responsive teaching and also emphasizes sustaining diversity and richness in our students.
- **Mentors** are the clinical teachers and the university supervisors who have worked with you. You may have had multiple mentors over time, and we ask that you consider your mentors as a group rather than responding separately about your experiences with each mentor. In this survey, "mentors" do not include unofficial mentors (e.g., colleagues, building administrators) who are not your designated clinical teachers or university supervisors.

The following questions will ask you about the mentoring support that your clinical teachers and university supervisors have provided to you.

Q1 MENTORS' FACILITATION OF LINGUISTICALLY AND CULTURALLY RESPONSIVE/SUSTAINING INSTRUCTION

	Disagree	Somewhat disagree	Neutral	Somewhat Agree	Agree
My mentors help me identify linguistically and culturally sustaining pedagogies that will support the success of my students.	○	○	○	○	○
My mentors help me use linguistically and culturally sustaining pedagogies that will support the success of my students.	○	○	○	○	○
My mentors use their observations of my teaching to help me reflect on and improve my linguistically and culturally sustaining instruction.	○	○	○	○	○
My mentors help me choose and use formative/informal assessment practices to reflect on and improve my linguistically and culturally sustaining instruction.	○	○	○	○	○

Q1a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q2 MENTOR ENGAGEMENT

	Disagree	Somewhat Disagree	Neutral	Somewhat agree	Agree
My mentors demonstrate strong communication and interpersonal skills that support building a relationship with me.	○	○	○	○	○
My mentors engage with me to facilitate self-reflection and to help me address problems I face as a teacher.	○	○	○	○	○
My mentors use mentoring time effectively (e.g., our meetings, collaborative activities, classroom observations, etc.) to support and improve my learning and teaching.	○	○	○	○	○

Q2a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q3 MENTORS' RECOGNITION AND INTERRUPTING OF INEQUITABLE PRACTICES AND POLICIES

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
My 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.	○	○	○	○	○
My mentors help me identify and address issues of systemic bias, racism, and linguistic/cultural (or other forms of) discrimination that occur in my classroom and school.	○	○	○	○	○

Q3a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q4 MENTORS' ADVOCATING FOR EQUITY

	Disagree	Somewhat Disagree	Neutral	Somewhat agree	Agree
My mentors help me navigate and build relationships with families and community members who face discrimination (based on race, language, culture, gender, and other identities) to foster my students' success.	○	○	○	○	○
My mentor facilitates connections for teacher candidates (me or others) to BIPOC, bilingual, and/or other affinity groups in the school, district, and/or community.	○	○	○	○	○
My mentor advocates in the school and larger community on behalf of teacher candidates (me or others) who face discrimination (based on race, language, culture, gender, and other identities).	○	○	○	○	○

Q4a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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The following questions will ask you about ways in which you implement linguistically and culturally sustaining instruction.

Q5 ENGAGING IN SELF-REFLECTION AND TAKING ACTION

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I critically reflect on my own background (cultural/linguistic/racial) to recognize and evaluate implications for pedagogy and interaction with students.	○	○	○	○	○
I can identify issues of language-based discrimination, racism, and systemic bias that occur in my classroom and school (or community).	○	○	○	○	○
I can address issues of language-based discrimination, racism, and systemic bias that occur in my classroom and school through instructional techniques and school/community-level advocacy.	○	○	○	○	○

Q5a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q6 LEARNING ABOUT STUDENTS AND RE-VISIONING INSTRUCTION

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I learn about my students' cultural, linguistic, and racial backgrounds, experiences, skills, and assets.	○	○	○	○	○
I draw on students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets to inform curriculum and instruction	○	○	○	○	○
I utilize real-world issues relevant to my students' lives to create culturally/linguistically responsive/sustaining curriculum and instruction.	○	○	○	○	○
I establish and communicate high expectations for all my students.	○	○	○	○	○

Q6a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q7 CREATING COMMUNITY

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I model genuine respect for and interest in students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets.	○	○	○	○	○
I create an inclusive classroom environment that combats cultural/linguistic/racialized marginalization.	○	○	○	○	○
I engage with BIPOC and bilingual families and community groups to inform my instructional choices.	○	○	○	○	○

Q7a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q8 FACILITATING LANGUAGE AND LITERACY DEVELOPMENT IN CONTEXT

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I create opportunities for multilingual students to develop their bilingualism and biliteracy.	○	○	○	○	○
I create opportunities for multilingual students to utilize their multilingual skills to support their learning across the curriculum.	○	○	○	○	○
I understand how languages and literacies develop.	○	○	○	○	○
I 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.	○	○	○	○	○
I create opportunities for all students to develop content learning and critical perspectives through dialogue.	○	○	○	○	○

Q8a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Demographic Information: We would like to know more about you. The following questions will ask you about how you define yourself in relation to several categories.

Q9 Which of the following best describes you?

○ Currently a year 1 student

○ Currently a year 2 student

○ Already graduated from the program

Q10 How do you define yourself in terms of race/ethnicity?

_____

Q11 Do you consider yourself to be BIPOC (Black, Indigenous, Person of Color)?

○ Yes

○ No

Q12 Do you consider yourself to be bilingual?

○ Yes

○ No

Q13 If you consider yourself to be part of other groups not mentioned above that are important to your identity, please describe them here.

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Q14 Is there any additional information that you would like to share, or something that has not been asked, that you feel would be helpful for us to know?

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Linguistically and Culturally Sustaining Mentoring and Instruction (LCSMI) in Teacher Education:
Survey for Mentors

Definitions: In this survey, we will be using terms that we want to define here:

- **Linguistically and culturally sustaining instruction** encompasses culturally and linguistically responsive teaching and also emphasizes sustaining diversity and richness in our students.
- **Mentee** refers to the teacher candidates with whom you work. please consider your mentees as a group rather than responding separately about your experiences with each mentee.

The following questions will ask you about the mentoring support that you provide to teacher candidates.

Q1 FACILITATING LINGUISTICALLY AND CULTURALLY RESPONSIVE/SUSTAINING INSTRUCTION

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I feel confident helping my mentee(s) identify linguistically and culturally sustaining pedagogies that will support the success of all their students.	○	○	○	○	○
I feel confident helping my mentee(s) use linguistically and culturally sustaining pedagogies that will support the success of all their students.	○	○	○	○	○
I feel confident using my observations of my mentees' teaching to help them reflect on and improve their linguistically and culturally sustaining instruction.	○	○	○	○	○
I feel confident helping my mentee(s) choose and use formative/informal assessment practices to reflect on and improve their linguistically and culturally sustaining instruction.	○	○	○	○	○

Q1a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q2 ENGAGING WITH MENTEES

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I feel confident using my communication and interpersonal skills to support building relationships with my mentee(s), especially those who are BIPOC and bilingual (if applicable).	○	○	○	○	○
I feel confident engaging with my mentee(s), especially those who are BIPOC and bilingual (if applicable), to facilitate self-reflection and to help them solve problems they face as teachers.	○	○	○	○	○
I use mentoring time effectively (e.g., our meetings, collaborative activities, classroom observations, etc.) to support and improve the learning and teaching of my mentee(s), especially those who are BIPOC and bilingual (if applicable).	○	○	○	○	○

Q2a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q3 RECOGNIZING AND INTERRUPTING INEQUITABLE PRACTICES AND POLICIES

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I feel confident recognizing 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.	○	○	○	○	○
I feel confident helping my mentee(s) identify and address issues of systemic bias, racism, and linguistic/cultural (or other forms of) discrimination that occur in my classroom and school.	○	○	○	○	○

Q3a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q4 ADVOCATING FOR EQUITY

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree
I feel confident helping my mentee(s) navigate and build relationships with families and community members who face discrimination (based on race, language, culture, gender, and other identities) to foster the success of my mentees' students.	○	○	○	○	○
I feel confident facilitating connections for mentee(s) to BIPOC, bilingual, and/or other affinity groups in the school, district, and/or community.	○	○	○	○	○
I feel confident advocating in the school and larger community on behalf of mentee(s) who face discrimination (based on race, language, culture, gender, and other identities).	○	○	○	○	○

Q4a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Demographic Information: We would like to know more about you. The following questions will ask you about how you define yourself in relation to several categories.

Q5 How do you define yourself in terms of race/ethnicity?

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Q6 Do you consider yourself to be BIPOC (Black, Indigenous, Person of Color)?

○ Yes

○ No

Q7 Do you consider yourself to be bilingual?

○ Yes

○ No

Q8 If you consider yourself to be part of other groups not mentioned above that are important to your identity, please describe them here.

_____

Q9 Have you mentored teacher candidates who identify as BIPOC?

○ Yes

○ No

Q10 Have you mentored bilingual teacher candidates who also self-describe as BIPOC?

○ Yes

○ No

Q11 Is there any additional information that you would like to share, or something that has not been asked, that you feel would be helpful for us to know?

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Linguistically and Culturally Sustaining Mentoring and Instruction (LCSMI) in Teacher Education:
Survey for University Instructors

Definitions: In this survey, we will be using terms that we want to define here:

- **Linguistically and culturally sustaining instruction** encompasses culturally and linguistically responsive teaching and also emphasizes sustaining diversity and richness in our students.
- **Teacher candidates** is the term used to describe the **students** enrolled in our university courses.

The following questions will ask you about ways in which you implement linguistically and culturally sustaining instruction.

Q1 ENGAGING IN SELF-REFLECTION AND TAKING ACTION

	Disagree	Some-what disagree	Neutral	Some-what agree	Agree
I critically reflect on my own background (cultural/linguistic/racialized) to recognize and evaluate implications for pedagogy and interaction with teacher candidates.	○	○	○	○	○
I feel confident helping teacher candidates reflect on their own backgrounds (cultural/linguistic/racialized) to recognize and evaluate implications for pedagogy and interaction with their students.	○	○	○	○	○
I can identify issues of language-based discrimination, racism, and systemic bias that occur in my classroom and school (or community).	○	○	○	○	○
I feel confident helping teacher candidates identify issues of language-based discrimination, racism, and systemic bias that occur in their classrooms and schools (or communities).	○	○	○	○	○
I can address issues of language-based discrimination, racism, and systemic bias that occur in my class and school through instructional techniques and school/community-level advocacy.	○	○	○	○	○
I feel confident supporting teacher candidates to address issues of language-based discrimination, racism, and systemic bias that occur in their classrooms and school through instructional techniques and school/community-level advocacy.	○	○	○	○	○

Q1a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q2 LEARNING ABOUT STUDENTS AND RE-VISIONING INSTRUCTION

	Disagree	Some-what disagree	Neutral	Some-what agree	Agree
I learn about my students' cultural, linguistic, and racial backgrounds, experiences, skills, and assets.	○	○	○	○	○
I feel confident helping teacher candidates learn about my students' cultural, linguistic, and racial backgrounds, experiences, skills, and assets.	○	○	○	○	○
I draw on students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets to inform curriculum and instruction.	○	○	○	○	○
I feel confident helping teacher candidates draw on their students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets to inform curriculum and instruction.	○	○	○	○	○
I utilize real-world issues relevant to my students' lives to create culturally and linguistically sustaining curriculum and instruction.	○	○	○	○	○
I feel confident helping teacher candidates utilize real-world issues relevant to their students' lives to create culturally and linguistically sustaining curriculum and instruction.	○	○	○	○	○
I establish and communicate high expectations for all my students.	○	○	○	○	○
I feel confident supporting teacher candidates in establishing and communicating high expectations for all their students.	○	○	○	○	○

Q2a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q3 CREATING COMMUNITY

	Disagree	Some-what disagree	Neutral	Some-what agree	Agree
I model genuine respect for and interest in students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets.	○	○	○	○	○
I feel confident supporting teacher candidates in modeling genuine respect for and interest in students' cultural/linguistic/racialized backgrounds, experiences, skills, and assets.	○	○	○	○	○
I create an inclusive classroom environment that combats cultural/linguistic/racialized marginalization.	○	○	○	○	○
I feel confident supporting teacher candidates in creating inclusive classroom environments that combat cultural/ linguistic/racialized marginalization.	○	○	○	○	○
I engage with BIPOC and bilingual community groups to inform my instructional choices.	○	○	○	○	○
I feel confident supporting teacher candidates in engaging with BIPOC and bilingual families and community groups to inform my instructional choices.	○	○	○	○	○

Q3a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Q4 FACILITATING LANGUAGE AND LITERACY DEVELOPMENT IN CONTEXT

	Disagree	Some-what disagree	Neutral	Some-what agree	Agree
I create opportunities for multilingual students to develop their bilingualism and biliteracy.	○	○	○	○	○
I feel confident helping teacher candidates create opportunities for K-5 multilingual students to develop their bilingualism and biliteracy.	○	○	○	○	○
I create opportunities for multilingual students to utilize their multilingual skills to support their learning across the curriculum.	○	○	○	○	○
I feel confident helping teacher candidates create opportunities for K-5 multilingual students to utilize their multilingual skills to support their learning across the curriculum.	○	○	○	○	○
I understand how languages and literacies develop.	○	○	○	○	○
I 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.	○	○	○	○	○
I feel confident helping teacher candidates 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.	○	○	○	○	○
I create opportunities for all students to develop content learning and critical perspectives through dialogue.	○	○	○	○	○
I feel confident helping teacher candidates create opportunities for all students to develop content learning and critical perspectives through dialogue.	○	○	○	○	○

Q4a If you have marked "disagree" on any of the previous responses, please tell us how your needs could be (or have been) better met or your experience could be (or could have been) improved.

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Demographic Information: We would like to know more about you. The following questions will ask you about how you define yourself in relation to several categories.

Q5 How do you define yourself in terms of race/ethnicity?

_____

Q6 Do you consider yourself to be BIPOC (Black, Indigenous, Person of Color)?

○　　Yes

○　　No

Q7 Do you consider yourself to be bilingual?

○　　Yes

○　　No

Q8 If you consider yourself to be part of other groups not mentioned above that are important to your identity, please describe them here.
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Q9 Is there any additional information that you would like to share, or something that has not been asked, that you feel would be helpful for us to know?

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