



Aspiring to Educate: Culturally Relevant and Sustaining Education in Pennsylvania Mentorship Toolkit

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Overview of A2E Mentorship

This section reiterates the goal of the Aspiring to Educate (A2E) program initiative as it pertains to mentorship. The purpose of the A2E program is to diversify the educator pipeline in Pennsylvania by attracting and retaining young people of color interested in becoming teachers during their K-12 years. Mentorship was established as one of the key components for human capital development needed to infuse the educator pipeline relating to the support and preparation of [aspiring] teachers of color (Ingersoll, Merrill & May, 2014). The Mentorship Toolkit will be used to inform others who wish to establish a Mentoring program that aligns with the vision and work of the A2E initiative.

Video Break: [PDE Launches the A2E Program](#)

Purpose and Audience of the Mentorship Toolkit

The purpose of the A2E Mentorship Toolkit is to provide guidelines to new mentoring program developers and mentoring programs focused on recruiting and retaining people of color to be culturally responsive educators. The Toolkit is intended to be used by K-12 schools, Institutions of Higher Education (IHE), community-based organizations, and all interested parties in the Commonwealth.

Framework

The Mentorship Toolkit aligns with the A2E Culturally Relevant and Sustaining Educator Competencies and is grounded in Critical Race Theory. Additionally, Byars-Winston (2016) postulated that culturally responsive mentorship validates mentees' identities so they can begin to overcome challenging personal and professional experiences that did not recognize their self-worth. However, through mentorship, this framework recognizes mentees' sense of self, the impact of collective efficacy, and seeks to address the educational needs of the toolkit audience through the lens of their cultural identity and social-political location(s).



Definition of Mentoring

Mentoring is the process of encouraging and assisting others to develop their potential as a person of character in all areas including building confidence, encouraging self-development, inspiring excellence, expanding growth and learning, promoting an environment of trust, mutual respect, and friendship. It is expected that mentors will demonstrate culturally relevant and sustaining competencies as described in the A2E CR-SE Toolkit.

Story Break: [Five Different Cultural Perspectives of the Origins of Mentor](#)
Source: Spirit Mentor

Who is a Mentor? – the mentor is the person with the greater experience, know-how and acquired skill set that he or she will share, impart and provide instruction during the mentoring relationship.

Who is a Mentee? – the mentee is the student, aspiring teacher, education leader or person seeking the experience, knowledge or skill from the mentor.

Broad Goals and Objectives for Mentoring Programs

Goal 1: Develop specific knowledge, skills, and dispositions likely to lead mentees to choosing a career in education. The following are specific objectives designed to help meet this goal:

- **Knowledge:** Youth will be more likely to employ critical perspectives regarding systems of oppression and inequity in the world of education within the larger sociopolitical context rather than deficit perspectives, because their mentors model this behavior.
- **Skill:** Position themselves and feel more confident as agents of change in the communities they serve, because their mentors envision themselves that way.
- **Disposition:** Experience feeling loved, seen, and known because their mentors have adopted a critical care perspective and actively witness their mentees' lived experiences to maintain cultural integrity.

Goal 2: Develop persistence and the ability to choose and persist on the pathways to becoming an educator, including completion of high school or college degrees, attendance, grades, test scores, or assist aspiring educational leaders' transition to the profession.

Listen Break: [Hear from](#) Aliya Cantanch-Bradley, Principal at Mary McLeod Bethune School in Philadelphia, Sharif El-Mekki, Chief Executive Director at the Center for Black Educator Development and others speak out about the teacher of color problem within the Commonwealth.

A2E Mentors and Mentoring Programs: Theory into Practice

Theoretical Framework of A2E Mentorship

This section articulates the theoretical orientations undergirding common practices across effective CR-SE mentorship programs. The specific activities that begin each are common to all strong mentorship programs, but what makes this work different is how they are implemented in transformative, antiracist mentoring efforts as part of a pathway for building up and sustaining BIPOC educators as justice leaders in their communities. Please note that numbers in parentheses refer to the PA CR-SE Framework competencies which can be found in the A2E CR-SE Toolkit or summarized in Appendix A.



Build trust—A Culturally Relevant and Sustaining (CRS) mentor builds trust by signaling to the mentee that they reflect on their own cultural lens (CR-SE 1) in a regular and reflexive way. Such reflection is not one-and-done, but takes an approach of meta-awareness, the mentor marking for themselves places where they may be unaware of the operations of oppression or be a vector for hurt (CR-SE 9), and naming these operations, both inside the mentorship relationship and in what is occurring in the world. It should be noted that this type of trust must be built if the mentor-mentee relationship is cross-racial or

cross-cultural in another way, but also between those who may share racial or other identities. A mentor’s “racial toolkit” should be as or more developed than their mentee’s, in order to model how to negotiate those operations in the world as well as to support the mentee in challenging internalized oppression (Michael, 2015).

Thus, a CRS mentorship program is best as a long-term endeavor. (This can be challenging if the program depends on the vagaries of funding.) Mentorship program leaders should have the opportunity to grow their own and mentors’ capacities in this area over years. Further, participants in these programs have the opportunity to shift their roles (from receiving to providing mentoring, or from mentoring to “lead mentoring”) and relationships among each other to a more deeply mutual and reflective community of practice (Lave and Wenger 1991). Mentors and mentees can be in different life stages, but all have assets to contribute to the sustaining, familial milieu of an effective CR-SE mentorship program (Reyes, 2020). This principle means taking a radically anti-deficit, high expectation, high support perspective (CR-SE 5; Rogers-Ard et al 2019). This orientation of mutuality may mean that mentoring takes the form of a group, posse, community, family, or circle, rather than or alongside a one-on-one mentor-mentee partnership (Gerber & Keene, 2016).

Video Break: [Build Trust](#)

Source: Listen to James Davis give a TEDx Talk

Video Break: [Cultural Lens](#)

Source: Watch an illustration adapted from Daria Deardorff, *Building Cultural Competencies*



Witness—CRS mentors witness (Laura, 2014), which includes and goes beyond traditional mentorship techniques such as active and reflective listening, asking questions and giving feedback (rather than an emphasis on giving advice). But these are grounded in an ethic of care (*cariño*), which is why the building of trust and a shared commitment to action through shared worldview are important first. Transformational

mentoring includes “tough love” in the sense of seeing something in the mentee that they may not yet see in themselves rather than criticism. When relationality over singular outcomes is the priority (for example, counterintuitively, mentors cannot be too focused on “bean counting” how many teachers are churned out of a pipeline, but rather asking alongside their mentees the “Big Questions” (Parks, 2019), resulting in mentees “articulate what matters to them in their personal lives and as global citizens” (CR-SE 3).

And thus, CRS mentorship programs are best designed to be assessed for a broad range of positive outcomes and over a long period, rather than narrower definitions of success. For example, considerations of qualitative and quantitative indicators of participants positioning themselves as agents of change in their communities (CR-SE 7), growth as leaders, and orientations toward education should all matter.

Learning Break: [Stanford University RaceWorks Toolkit](#)

Additional Reading Break: [How to be an Antiracist](#) by Ibram X. Kendi



Promote a commitment to action—A CRS mentor must be grounded in lived experience alongside the mentee (CR-SE 3), wherein the relationship “raises up” the assets and resources of the mentee and mentor (rather than a deficit-based perspective wherein the mentee is seen as lacking). This grounding does not necessitate having identical backgrounds, but instead a commitment to authentic and ongoing learning and listening (CR-SE 2, 5, 6). Given the profound processes of systemic racism within every aspect of United States culture, including and not least schooling (CR-SE 2), mentors

must themselves establish a new, critical relationship to the entire educational system that will allow mentees to employ these critical perspectives themselves in order to identify how they work on the ground in schools (CR-SE 3) (Acosta et al., 2017). This shared critical and mutual gaze should become a safe space to test out questioning and then working to interrupt through research, alliance, and advocacy (CR-SE 3) micro-level and macro-level biases at all levels of the educational pipeline (P-16) and experience (CR-SE 2), from linguistic integrity to grading practices to placement to job promotion. Paradoxically, we believe that such a critical perspective will allow youth, young adults, and career changers to choose education as a career path precisely because the challenges are not invisibilized, but acknowledged (Lac, 2019).

Thus, a CRS mentorship program must explicitly ground itself in abolitionist and social justice-oriented teaching (<https://abolitionistteachingnetwork.org/>). It is not enough for such a program to offer this perspective as an add-on, or an orientation that some leaders take. Instead, it is vital that

this perspective infuse all the ways that participants interact with one another, and that program leaders themselves utilize reflective and reflexive practice in a loving community that allows for program growth in this way. This may seem impracticable to in some contexts; however, as we draft this toolkit, American society at a crossroads that anyone over the age of six in 2020 cannot deny. Ending White supremacy means ending the social contract as we know it and rebuilding it from the ground up. What role do teachers, including BIPOC teachers, have in our movement for a new society? For healing? For justice? BIPOC youth and teachers and organizers have led us in asking these questions and our institutions are obliged to follow through with responses.

*Learning Break: [Abolitionist Teaching and the Future of Our Schools](#)
Source: Haymarket Books presents a conversation with Bettina Love, Gholdy Muhammad, Dena Simmons and Brian Jones about abolitionist teaching and antiracist education.*



Effectiveness of A2E Mentorship Practice

Mentorship within a cultural context moves beyond knowing the relevance of the identities, backgrounds and experiences of the mentor and mentee to formulating a plan and enacting a response that will promote and situate the mentee in a better economic and social environment. A2E mentorship practices are designed to address the diversity, equity and inclusion gaps that persist in education. To emphasize the benefits of diversity in education, seminal scholar, Style (1988) first coined the term *window and mirror* when referring to curriculum developed to match the student's own identity – *mirror*, and also text materials that help students appreciate the differences in other people – *window*. Teachers were tasked with incorporating diversity in their instruction to acknowledge the backgrounds and cultures of their students and to help students understand differences in each other. However, diversity is not just relevant in education from the perspective of having diverse students. Diverse teachers are also needed, and this can be achieved by creating more mirrors for students and aspiring education leaders through mentorship so that mentees are on a deliberate plan of action that infuses the diverse education pipeline with the Commonwealth.

A2E Mentorship practices can lead to outcomes that create policies and change practices that hinder the growth of people of color. To better aid in effective diversity policy changes, mentor program designers and leaders proposing and implementing policies should include representatives of the groups of people that are affected by diversity issues (Hunt, Prince, Dixon-Fyle, & Yee, 2018). The effectiveness of these types of policies and practices are demonstrated when the following occurs:

- Exposure to and in-depth reflection on the individual's successful educational attainment
- Mutual considerations of and responses to the "Big Societal Questions"
- Encouragement during difficult times (social capital; habitus shift potential)
- Tough love, having hard conversations to help students and aspiring educational leaders stay on track (social capital; habitus shift potential)
- Seeing something in students and aspiring educational leaders that they do not see in themselves and telling them (social capital; habitus shift potential)
- Support by listening, offering advice in difficult times (social capital)

- Sharing information about university offices and resources (social and cultural capital)
- Providing opportunities to demonstrate teaching and leadership in practice
- Offering employment opportunities during a crisis or when necessary (cultural capital)

Video Break: [The Power of Mentoring](#)

Source: Dr. Lori Hunt is the Associate Dean of Student Success and Outreach at Spokane Community College. This video break is brought to you by TEDx, which is a collection of self-organized events operating in the same way as TEDTalks.

Video Break: [Mentoring New Teachers](#)

Source: TEACH, which is a teacher mentoring teachers' program at a public school district in Tampa, Florida.

Video Break: [Every Kid Needs a Champion](#)

Source: Dr. Rita Pierson, a teacher for over 40 years benefitted from having mirrors in her life and speaks about the need for students to have a champion in order to succeed beyond a deficit mentality to encouragement and healing.

Next steps

Please explore the remainder of the A2E Mentorship Toolkit to learn about our recommended steps to develop your own mentorship program, obtain information on key skills and techniques that are embedded into mentoring programs based on a cultural context, examine examples of effective programs in use for different audiences and see what components are essential to design an appraisal tool to assess your program. Throughout this toolkit, you can take a video, story or additional reading break to enhance your experiences with the information provided.

Also see resource on [What Works in Mentoring](#) brought to you by the National Mentoring Resources Center.

Adding Responsiveness to CRS Mentorship Program

Overview

When developing a mentorship program, it is imperative to include a plan for recruitment, screening, training, matching/pairing, mentoring activities, and program closure (see www.mentoring.org). Program directors and mentors should be conscious of their own biases and have an openness to learning about others' backgrounds. As the program leaders, adding this level of responsiveness to a CRS mentorship program means that its operational activities are built upon acknowledgement of various identities of those involved without suppressing these same identities. It means celebrating diversity based on equity and inclusion.

The Importance of Matching/Pairing

When possible, pairing of mentors with mentees are encourage to occur where Black and Brown mentors could be matched with Black and Brown mentees as mentees who see themselves mirrored in their mentors have a strong likelihood of role-models (Styles, 1988. In the absence of Black and Brown mentors, then it becomes imperative that mentors are allied with Black and Brown cultures. Regardless, all mentors should ask the difficult questions and know the answers to:

- How has systemic oppression affected Black and Brown communities?
- What occurs when Black and Brown communities are marginalized?
- When did events occur (historical and current) that impact the treatment of Black and Brown communities?
- Why is diversity, equity, and inclusion important to our society?
- Who are leading the effort to influence change and how can I contribute to the changes needed?

Flexibility and Trauma Informed Practices

In establishing culturally responsive mentoring programs, you will encounter people from underrepresented, disadvantaged, and vulnerable populations who have been historically marginalized, and as a result are now dealing with varying levels of trauma in their daily lives. Trauma is defined as “an event, series of events, or a set of circumstances experienced by an individual as physically or emotionally harmful or life threatening” (Act 18 of 2019). In 2019, Pennsylvania updated the PA School Code and passed Act 18 of 2019, which mandated trauma-informed approaches and training for educational entities. Therefore, CRS mentorship program needed to be embedded with trauma informed values and practices.

The Governor's Office of Advocacy and Reform developed a plan to ensure that these entities begin to infuse trauma-informed healing practices for their employees' development. Within the plan are values of acceptance, equity, inclusion, resilience, safety, and self-care that are also ideals in CRS mentorship programs. CRS mentors exercise flexibility and know how to react to crises which would according to Jurman et al., 2020 entails them being “trauma-aware - aware of trauma, the prevalence of trauma and considers the potential impact on mentees), trauma-sensitive - explore, build, consider

and prepare to change the negative connotation associated with the event), trauma-informed - highlight the role of trauma and begin re-thinking the routines and infrastructure to break through traumatic events, and be healing-centered – learn from traumatic events and promote positivity to recover from trauma”.

Video Break: [Setting up a Mentoring Program](#) (in an organization).

*Video Break: Two-part series example on a [Culturally Aware Mentoring Program](#) to Improve Diversity in Science
Source: Presented by Dr. Angela Byars-Winston (University of Wisconsin-Madison and Dr. Sandra Crouse Quinn (University of Maryland-College Park).*

Video Break: [Healing through Trauma](#) with Dr. Shawn Ginwright

Source: Shawn Ginwright is Associate Professor of African Studies at San Francisco State University who has written and presented extensively on race, trauma and healing.

Additional Reading: [The Body Keeps the Score](#) by Dr. Bessel Van der Kolk

Our recommendations for your next step

Do you think you are ready to design your mentorship program? Explore further to learn about key skills and techniques needed.

Mentoring Trivia: January was declared as [National Mentoring Month](#) in 2016

Delve deeper into additional resources for mentoring youth with the Youth Collaboratory

<https://youthcollaboratory.org/resource/trauma-informed-mentoring>

Introduction to Self-Care: <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

Access Pennsylvania’s [Plan](#) to become a trauma-informed, healing-centered state developed by Dan Jurman, Executive Director of the Governor’s Office of Advocacy and Reform and a team of 25 experts in the fields of psychology, psychiatry, mindfulness, social work, clergy, community development, human development, family studies, sexual assault counseling, domestic violence counseling, sociology, education, school psychology, community organizing, family medicine, intensive care, nursing, county government, public health, intellectual disabilities, addiction, therapy, pediatrics, population health, re-entry services, philanthropy, law enforcement, academia, and research.

Key Mentoring Skills and Techniques

The central part of mentoring is the relationship between the mentor and mentee. There are skills and techniques used by both parties to develop and maintain the relationship. Our collective experience coupled with a review of the literature about mentoring resulted in identifying the following key skills and techniques that are inherent in successful mentoring relationship leading to effective programs:

1. Building trust
2. Active and reflective listening (Witness)
3. Asking the right questions (Witness)
4. Giving Feedback (Witness)
5. Promoting commitment to action

Infographic: Key Skills Crosswalk with the CR-SE Competencies

This section outlines five key skills and techniques that can be found in many formal and informal mentorship program. The infographic shows how these key skills intersect with the CR-SE competencies





Competency 8: Establish high expectations for all learners and treat them on capable and deserving of achieving success

Our recommendations for your next step

After you have used the steps to develop your Mentorship program, consider how you will derive the key skills from the mentor-mentee relationship within a cultural context. The infographic aims to demonstrate how you can begin to intersect each skill with a related CR-SE competency. Explore the next section to read about actual mentorship programs that have already applied this concept. Please note that CR-SE competencies can be interchangeable but should match up with the purpose and the design of your program. For details on the cultural competencies, please see the A2E CR-SE Toolkit.

Featured Mentoring Programs in Pennsylvania

This section provides you with four case studies that feature mentoring programs currently in use by the toolkit developers. These examples range from informal to formal programs and are meant to give you an overview of effective mentoring relationships that are within a culturally responsive context.

Case Study #1: Working Women in the Academy, An Informal Mentorship Program

Program Contact: Kizzy Morris, Provost & Chief Academic Officer, Cheyney University

Mentorship Skill Practice in Use:

- Build Trust

CR-SE Competency Linked to:

- CR-SE Competency #1, Reflect on One's Cultural Lens
- CR-SE Competency #3, Design and facilitate culturally relevant learning that brings real world experiences into educational spaces

Applicable Population:

- Aspiring Administrators in Education

Keywords to consider include friends, childhood, families, believe, credo asado, sharing, career goals

Z, who was female and Latina, had her teacher education degree, had taught for some time and then left teaching. Our meeting was not by accident. She was referred to by a mutual work colleague. Over a couple of weeks, Z and I met for a few lunches. During this initial period while we were **becoming friends**, I was getting to know Z but most importantly, I wanted her to get to **know herself**. We chatted about everything and what appeared to be nothing most of the times. We discussed **our childhood, our families** and finally we talked about work. After teaching the same grades in elementary school for five years, Z left because she felt that there was no upward mobility for her in education. She did not aspire to be a principal but wanted to have control over the curriculum and be able to affect change to remove some of the systemic barriers that she saw her students and their parents experiencing.

"I felt like I was banging my head against the wall. That's how frustrated I was. I was making myself unhappy and decided that teaching wasn't for me anymore. Maybe I needed a change in careers. So, I left and believe it or not, I opened my own restaurant."

I **believed** it. I was sitting there eating her famous **cerdo asado**. Reminiscing about how I had gotten to my educational leadership role, I began **sharing** a few of my moments with her. Over time,

we had completed a few exercises to plot a career advancement pathway for Z. In between, we began working on different activities to help her achieve her **career goals**. Now, Z has a graduate degree in Instructional Design that she uses to create short instructional videos to help others in education understand and apply different practices. Z is an active member in a professional education association where she serves on different policy workgroups and has presented at various conferences. Over time, others have joined the group and an informal mentorship program was created for aspiring female leaders in education. We support each other.

Leaders in higher education have an opportunity to build a career pathway to their respective positional roles by developing relationships with young professionals in and outside of the field. When a person can see some similarities of themselves in others who hold a position of respect, the person often uses the other as a role-model and mentor. Much like the outcome of the duoethnography described by McLane-Davison et al., (2018), a similar group of transgenerational and multiethnic women in academia meet virtually one Saturday each month using Zoom technology while also maintaining a daily group chat with WhatsApp. Having created their own Accountability Sistah Circle (McLane et al., 2018) that they refer to as Working Women in Academia, each woman is at a different phase in her career. The women initially formed a connection through the provost described earlier. She is the one member in the group who previously worked with each of them either as a colleague or as their supervisor. Since the women have been meeting, several have earned degrees, advanced in their jobs and presented their research at conferences. Through mentorship, they have all grown in their professional careers and contributed significantly to the field of higher education.

Mentorship is important and timely in higher education because it helps with capacity building within the leadership ranks. The following key components have become a part of this mentorship program based on personal interactions and professional development for all participants.

1. Know Yourself – How? Complete a self-assessment.
2. Visualize the End – How? Complete a career plan.
3. Identify and Master Competencies – How? Choose a Role-Model, someone who you aspire to be or even someone in your previous work experience that you aspire not to be. This may require you to further your education with an advanced degree or coursework. There will be opportunities to practice the skills you have gained.
4. Return the Favor and Become a Mentor - How? Develop your own network and find ways to support each other as you help others to become leaders too.

Higher education consists of a community of learners and leaders who are trained to share knowledge. Knowledge-sharing does not just exist in the classroom but is needed in other tenets of the academy. Mentoring is a mechanism that can be used to facilitate knowledge-sharing and growth at the administrative and faculty levels of higher education. According to Ghosh et al., (2018, p. 51), a “high-quality mentoring program [is] likely to build psychological capital and employee engagement over time”. When considering the human resources of a school, mentoring can positively impact an institution’s effectiveness with the workforce through motivation and proper career succession planning.

Considering setting up a mentoring program for aspiring leaders in education, here are some resources to use:

[Self-assessment Tools](#)

[Career planning Tools](#)

[Competency vs Mastery](#)

[Education Leadership Competencies \(NEA\)](#)

[Sistah Circles](#)



Case Study #2: Project Teacher Development

Program Contact: Dr. Miriam Marguerita Gomez Witmer, Assistant Professor at Millersville University

Mentorship Skill Practice in Use

- Active and Reflective Listening

CR-SE Competency Linked to:

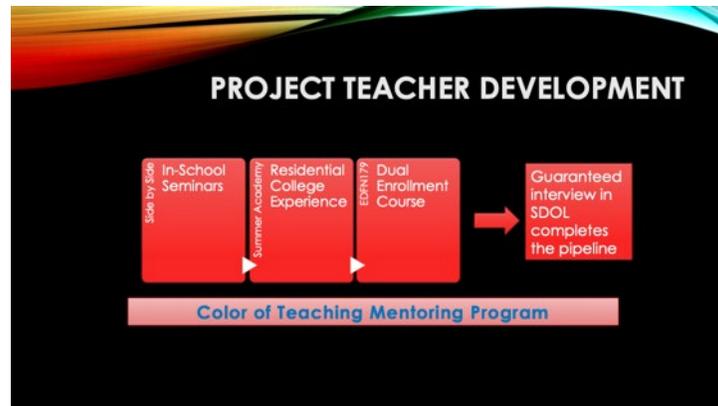
- CR-SE Competency #7, Communicate in linguistically and culturally responsive ways that respect for learners, educators, educational leaders, and families
- CR-SE Competency #8, Establish high expectations for all learners and treat them as capable and deserving of achieving success

Applicable Population would be:

- Middle and High School Students

Keywords include goals, encouragement, college success, microteaching, desire, transitions from high school to college, self-reflection

Being in the Color of Teaching program helped motivate me for college in many ways. It gave me an insight on how tough college can be if you are not organized. My mentor motivated me because he would check up on me from time to time to make sure I was doing what I had to do to succeed. Color of Teaching gave me the support that I needed through high school because I was not always the best at school. The people there guided me into the right direction by working with me individually. ~Senior Latino in PTD for 4 years



Project Teacher Development (PTD) is a comprehensive pipeline program to recruit and prepare students of color to attend college and to become future educators. The PTD pipeline is a collaboration between Millersville University and local school districts and consists of four unique programs that are offered to middle school and high school students at no cost to students or their families.

PTD is supported by four major components:

- (1) Color of Teaching Mentoring Program (COT) is a mentoring program that provides students of color in grades 7-12 with a college student mentor. Matched mentor-mentee pairs communicate to **set goals, provide encouragement, and discuss routes for college success**. COT includes events held on the university campus such as public lectures, athletic contests, and participation in low-ropes team building activities, etc.
- (2) Side-by-Side (SBS) is a series of seminar-style workshops offered during the regular school day for students in grades 9-10. The program is conducted by university faculty and college student mentors to introduce the high school students to the art of teaching through **microteaching**. The high school students, who have been nominated by their teachers and counselors, participate in SBS during the school day each month throughout the academic year.
- (3) College Readiness Summer Academy (SA) provides students in grades 11-12 with opportunities to reside on campus for a week, eat in the dining halls, attend lectures taught by college professors, participate in field trips, and learn about college from the admissions, library, and financial aid office staff. SA gives participants (and their families) a peak into college-style living. Students in SA also function as teacher's aides for younger children attending summer camp which supports their **desire** to become educators.
- (4) Dual Enrollment Course - Foundations for Success: Preparing for your Future is a 3-credit college class available for free to high school juniors and seniors that prepares students for the **transition from high school into college** and explores teaching and coaching as careers. Course content includes: "college knowledge," time management, academic skills, social skills, personal and professional development, and exploration of teaching and coaching as careers in terms of research, critical observations, and **self-reflection**.

These four components of PTD make it possible for a student to be inspired, educated, motivated, and mentored to pursue a career as an educator from 7th grade through college graduation. The curriculum of PTD is grounded in Culturally Relevant Teaching (Ladson-Billings, 2014) and Self-Determination Theory (Ryan & Deci, 2013). PTD endeavors to *create a familial culture* which is typically embraced by African American and Latinx communities. Participants' authentic voices are valued and help to shape the activities and curriculum of the program; therefore, some of their voices are featured here:

One African American female participant shared:

*I was in Color of Teaching for 3 years since my sophomore [year] and currently I'm a soon-to-be graduating senior. During my time in Color of Teaching I always felt important because **someone was there to help me or to hear me**. I feel as a growing young woman I need that; in this society to not get caught up in my stress and just talk to someone about it. Color of Teaching helped me realize I wanted to help adolescents just like teachers, counselors, principals, etc.*

A senior Egyptian female student reported, "My new dream is to be an ESL teacher for young kids." Another junior Latina participant said, "[My goal is] to graduate, go to college, major in early childhood and minor in special ed."

A senior Latino student in SBS reflecting on his microteaching experience stated:

Hands down my favorite memory was the activity where I became the teacher and taught others how to play Hangman. That really showed me how difficult it was to teach simple things like games.

A senior African American female student shared how she felt a sense of belonging, stating:

Color of Teaching was one of my biggest support systems during my high school years. I always wanted to go to college, but I was very confused how to get there. Color of Teaching mentors helped me to set a goal in the beginning of the semester then midway through my 3rd marking period we would reflect back and ask ourselves if we have accomplished our goal.

Considering setting up a mentoring program for middle and high school students, here are some resources to use:

[Color of Teaching Program Website](#)

[Certificate of Informed Consent](#)

[Mentee Contact Sheet](#)

[The Lasting Benefits of Early College High School](#)

[Microteaching](#)



Case Study #3: YES, an Abolitionist Movement-Based Mentorship Program towards Teaching

Program Contact: Dr. Hannah Ashley, Professor and YES Director, West Chester University

Mentorship Skill Practice in Use:

- Promoting Commitment to Action

CR-SE Competency Linked to:

- CR-SE Competency #2, Identify, deepen understanding of and take steps to address bias in the system
- CR-SE Competency #5, Promote asset-based perspectives about differences
- CR-SE #6, Collaborate with families and communities through authentic engagement practices

Applicable Population would be:

- College Students

Keywords include community networks, individualized human relationships, long-term identities, urban community, change makers

Sooooooooooooo, we did a thing. Kings in the Classroom is a space where black male educators can get together and discuss the complexities, contradictions, and power that being a black man holds! And how we leverage this experience into being fantastic educators for our kids. This space is cultivated and lifted up FOR US AND BY US. Come one, come all.

The above was a tweet posted by a Black male WCU alum. K graduated with a Psychology degree and a Youth Empowerment and Urban Studies (YES) minor. During his time at WCU, through the **community networks** of the YES program, he worked closely with an education-related non-profit, and was exposed to many model youth-serving organizations in and out of schools. These non-profits have a variety of missions, from radical approaches to organizing urban youth and communities around social, economic and racial justice to mentoring young people to feel supported academically and socially to stay in school and have a post-secondary plan. We utilized pro-active advising and out-of-the-box (for a mid-sized university) **individualized human relationship** to support K in choosing a post-graduation internship that put him in the Philadelphia schools for a year. A few years later, he had applied to and successfully graduated from the Johns Hopkins Urban Teacher program and had started with three other of his Black male colleague teachers the podcast referenced above. We know all this because we have attempted to keep in touch with alumni—a project still in formation—to foster **shared long-term identities as urban community change makers**.

K is one of a number of Black, Latinx and other educators of the Global Majority who either graduated with an Education degree and a YES minor or who are YES alumni with other degrees who have found their way into education through alternative routes. We are currently engaging in a research project to delve deeper in our hypotheses about how YES supports educators of color, despite barriers that include: (1) standardized teacher examinations (the PRAXIS) which have a discriminatory history, disparate outcomes based on race, and questionable efficacy in terms of the key skills and knowledge needed to be a teacher; (2) the overwhelming Whiteness and racism they face in at the university and particularly Education courses; and (3) questions about participating in a system that did not do much to foster their own thriving when they were students themselves.

YES is supportive of others' key leadership efforts in our College of Education to address the testing issue. However, our own efforts are focused on the challenges of 2 and 3 above. We believe that the quantitative issue (numerically, our College of Education is, well, just so White—as are most PWI COE's) can in part be addressed by qualitative changes to recruit, retain and mentor students already at our IHE. These changes include:

- The setup of an academic minor open to Education students but not limited to Education students
- Coursework that includes field placements in youth-related but non-school organizations that explicitly identify as abolitionist
- Extracurricular connections to those organizations as well as national networks and groups, and
- Supporting extracurricular student- and alumni-led campus groups that are doing abolitionist work.

Theoretically, this means curricular and extracurricular focus on radical structural change to the education system, rather than reformist policies that appease “all sides” and seem rational in our highly irrational system. As Bettina Love wrote in the summer of 2020, “Abolitionists want to understand the conditions that normalize oppression and uproot those conditions, too.... Abolitionists are not anarchists because, as we eliminate these systems, we want to build conditions that create institutions that are just, loving, equitable, and center Black lives.”

But how is this mentorship, in practice? There are explicit aspects of what we do that look like more traditional mentorship, such as one-on-one “proactive” advising rooted in “cariño” or authentic care. Advising where we ask students and alumni to individually consider “the big questions” of meaning in their lives (see the concept of transformative mentorship).

But we would like to build on concepts of cariño, which includes authentic care for the individual as well the community and the injustices surrounding it: movement-based mentorship. Stepping into an identity is different than participating in a program. Previous research theorizes that a powerful way to foster a growing teacher pathway for Global Majority individuals is by unveiling multiple available human models of educators as movement leaders. This can also happen by bringing students to national conferences that take a youth-led, asset-based justice approach (we brought our students to *Free Minds, Free People*), by connecting them to local radical teachers' unions (the Caucus of Working Educators in Philly) and groups (the Melanated Educators Collective, the Teacher Action Group, Building Antiracist White Educators, the Center for Black Educator

Development are some for us). Or through said field experiences. As long as the program as a whole takes the stance that those students could feel like “that could be me.” Or even, “that is me.”

These efforts, by the way, will also provide White future educators with the tools to be abolitionists as well, as one White female student, M, wrote: *I sat in your class and cried to you during one of our 2 minute listening exercises because your course gave me a fast paced, slap in the face kind of catch up on the white supremacy and racism that America was built on- this was information that I had been hidden from (like most white kids in the suburbs) for 21 years. I remember saying to you "I am having trouble processing all of this new information and these realities while I go home to a white picket fence.* This student later went on to found with a multiracial group of students and alumni our Antiracist Learning and Liberation Union/ALL-U group.

Once these identities are fostered through a variety of mentorship experiences, we observe that students no longer need the supports because they live in that identity. A, a Black alum who graduated with a YES minor and Professional Studies degree, immediately enrolled in a graduate program to become a teacher. The program’s underlying philosophy was somewhat problematic for A, but she noted, “I know that—I have gotten what I need from YES, and now I can get my degree” (which was being paid for by the graduate program).

Considering setting up a mentoring program for college students not yet in the Education field, here are some resources to use:

[Youth Empowerment and Urban Studies \(YES\) Program website](#)

[Program Advising Worksheet](#)

[YES News and Publications](#)

[Mentoring New Teachers](#)

[Emotional Emancipation Circles](#)



Case Study #4: Special Education Field Placement Mentoring Program

Program Contact: Dr. York Williams, Associate Professor at West Chester University and Adjunct Professor, Cheyney University

Mentorship Skill Practice in Use:

- Asking the Right Questions

CR-SE Competency Linked to:

- CR-SE #4, Provide all students with equitable and differentiated opportunities to learn and succeed
- CR-SE Competency #8, Establish high expectation for all students and treat them as capable and deserving of achieving success

Applicable Population would be:

- College Students

Keywords include pathways, Social Emotional Learning, linguistically, culturally, peer relationship, mentor teachers, inclusion

This case study is an overview of a special education field course that implements a program focused on culturally responsive teaching, mentoring and social emotional learning (SEL) and behavioral supports for students. This case illustrates the process undergraduate students engage as they make progress in the course which is offered as their last course prior to making formal application to teacher education.

The university is a predominately white institution (PWI) located about 45 minutes southwest of a major metropolitan city located in the Mid-Atlantic United States. The university is the largest one in the state system and boasts one of the largest special education teacher preparation programs of the state schools as well. Students have two **pathways** into the program. Some students are accepted directly into the education major and **some students apply after a year** of general education courses. The department itself graduates hundreds of students each academic school year.

The Students: *Shirlene*

Shirlene is from the suburban area of the city and attended school there all of her life. Shirlene wanted to become a special educator and to this end, she made strides to gain acceptance and enroll in the university's teacher preparation program for special education dual majors (Early Grades and Special Education) Pre-K to 4th grade. Shirlene has worked at summer camps in the suburban area but realizes that the district where she attended school is quite competitive and it can be difficult to get a teaching position there or within the other more affluent surrounding suburban areas without some networks. Shirlene is placed in EDA 321, the school's second level special education field course. This is the last course for Shirlene to apply for formal admission to teacher education. The 6-credit course requires a 3-credit field and 3 credit course material. Students are expected to attend field at least 3 hours a week for the duration of the course (15 weeks). Students are permitted to have vehicles on campus if they are underclassmen and live on campus because of the early field requirements of the teacher education program. Shirlene has never worked in a school.

The Students: *Lakia*

Lakia is from the city and is in her second year at the university. Lakia is in the same class as Shirlene. Lakia attended a small city charter school since the 6th grade. Lakia dreamt of becoming a teacher like her aunties and one uncle. Lakia was not accepted directly into the major but made progress after a year and will be making formal admission into the program at the conclusion of this course. Although Lakia attended school in an urban environment she has no experience working with

students in the districts' or city's public schools. Lokia expresses anxiousness and since this is a behavior management course, she shares that she is worried about not being able to "control" the student's behavior. Lokia laments that she remembers that students who attended her charter school and had behavior problems were quickly **placed in alternative education settings regardless of their learning disability and or special education needs**. Lokia shares that when people in her classes find out that she is from the city that her peers and sometimes professors make comments to her assuming that she attended a traditional city school and lived in a high-needs community within the city. However, Lokia is the only child of two parents and lives in the city's outer ring which is historically known for its abundance of working and middle class African American families.

The instructor of the course teaches his section with a focus on filling the teacher education minority and urban teacher-gap with qualified special education teachers who have a desire to teach and reach urban students. Shirlene enrolled in this section because she realized that she is not guaranteed a job in the city's well-sought after and high paying suburbs where she is from. She also looks at this course as an **opportunity** to get to know other school districts, charter schools and specialized programs that exist across the state that she was not familiar prior to enrolling in the class. Shirlene met Lokia who is also a new teacher education major in special education and early grades and like Shirlene, has a **passion** to teach one day, but has very little work or volunteer experience outside of college coursework. Shirlene understands that Lokia is from the city but attended a small charter school since 6th grade. Both young ladies are excited about the course. Shirlene and Lokia develop a **professional peer relationship** as they carpool together and enter an unknown world to them of urban education through the eyes of interns and pre-service teachers in training.

Orientation & Pedagogy

The course operates out of one of the states' most high-needs school districts and is located in a small urban city in a county just fifteen miles from the major metropolitan city. The charter school is intricately connected to the district itself, a unique partnership for charter schools in the state. The charter school is the largest charter school in the state and one of the largest charter schools in the mid-atlantic. Students are given introductions, a shadow day and **paired with mentor teachers** who have at least 5 years of teaching experience in the field of special education and have been trained on **culturally responsive inclusion** and Response to Instruction and Intervention (RtII). The course also provides students parallel instruction on the same subjects in order to make the 15-week semester partnership a success (Figure 1).

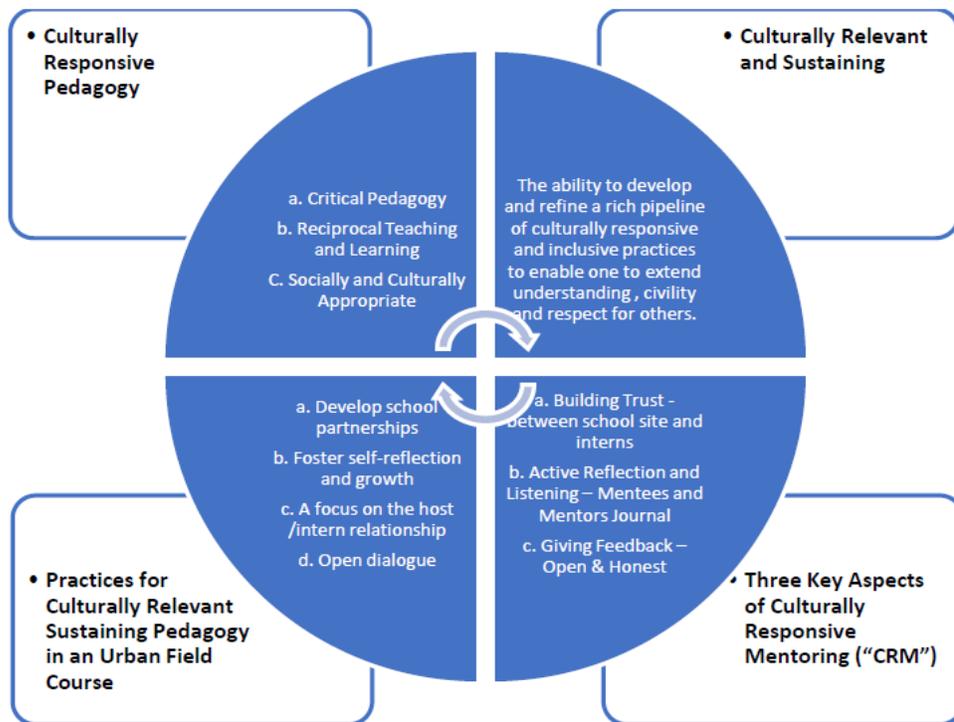


Figure 1 illustrates the intersectionality of culturally responsive mentoring with sustainable and culturally responsive praxis in a special education urban field course.

Day one is facilitated by the instructor and director of community and school partnerships, Dr. V. The students are provided with a welcome packet, tour, meeting with their host mentor teacher and time to do an ice breaker activity with their assigned class. The opening is remarkably similar to a student teaching placement. Students are considered interns in an urban classroom mentoring program. The purpose of the program is two-fold: (a) to prepare urban special education teachers and (b) to provide culturally responsive mentoring and supports to enable pre-service teachers from all backgrounds with positive experiences in order for them to consider urban teaching in a variety of communities. Students must develop behavior intervention plans, design behavior interventions, develop assessments and build rapport through mentoring either a student or group of students. Similarly, amongst other trainings sponsored in partnership between the charter school and the professor, host teachers are trained on mentoring and ***courageous conversations about race, class, identity, sexuality, disability, and diverse needs*** and how to support student interns during their time in the field.

Student-interns interview and shadow their host teacher prior to assessing select students and implementing behavior interventions. As a part of best and promising practice, the host teachers are developing mentors by mentoring interns who are themselves in-turn mentoring select k-12 students (Figure 2). The reflective enterprise is comprised of participant and non-participant observations, reflective journals, parent and community engagement, one-one mentoring and coaching sessions and interactive and active listening sessions between the host teacher and interns.

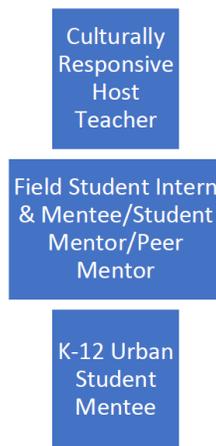


Figure 2 illustrates the paradigm of culturally responsive mentor training

Shirlene and Lokia have to respond in their first journal about their inner growth as it relates to ***mindsets*** about urban schools, parents, minority students and disability. The framework of ***culturally and linguistically diverse*** (CLD) learners with special education needs provides the training, support and mentoring established for each intern to develop equally across multiple points of intersectionality with those different from themselves. There is no advantage by race, class, or gender, but only by a willingness to meet the students and community where they are and to develop an understanding that creates agency within the intern. This agency should translate to praxis that supports and builds upon their energy and desire to become teachers within and across urban education contexts.

Shirlene and Lokia have exit interviews by the principal and leadership staff at the conclusion of the semester. The program has a part II where now select interns will mentor new interns through volunteering with them in the spring section of this course and other field students from other classes and even schools who participate in field education at the school. These newly minted interns become peer mentors in an effort to attract, recruit and retain committed and passionate urban teachers like themselves. The fall semester provides the scaffold and support for the spring semester cohort and the spring cohort may continue with a five hour a month commitment to visit those students with whom they established their first connection with during the fall and continued on in the spring. If students move on, there are always others who may benefit from this culturally responsive peer and student mentoring exchange (Figure 3).

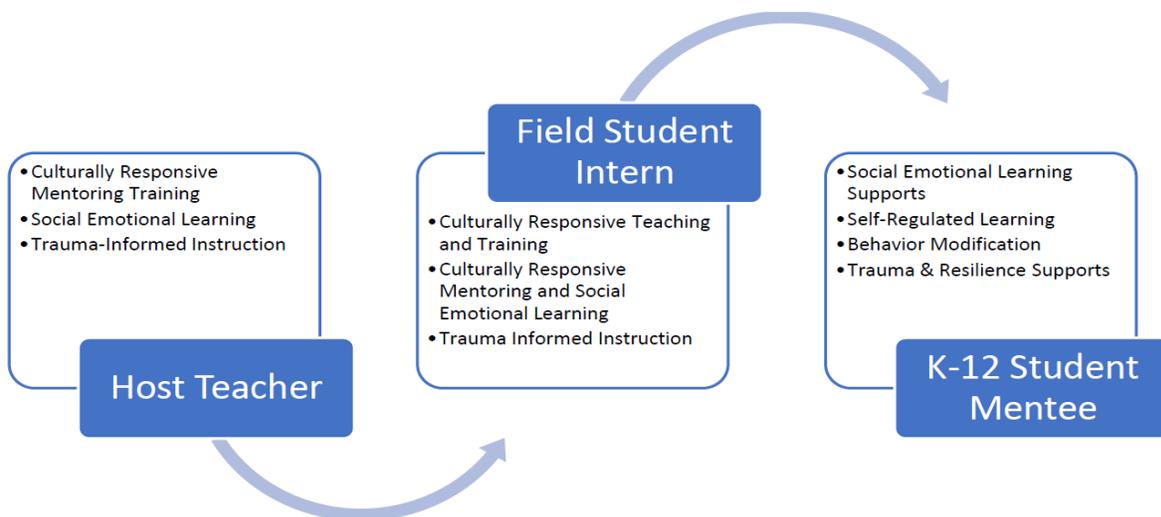


Figure 3 illustrates the phases of culturally responsive mentor training

Continuity

After the first semester as noted, Shirlene and Lokia decide to become Peer Mentors in the urban special education field program. They utilize the same humanistic tools provided to them when they started over twenty weeks ago now. As such, their commitment is to visit their school for 6 hours a month (3 hours bi-weekly) and support new interns and keep a line of cultural communication open with their classroom student mentee(s). Check-ins, lunch, TikTok, Board Games, **Social Emotional Learning (SEL)** activities and community engagement driven activities support this phase of the peer mentoring program. Host teachers continue soft-check ins and keep connections until the end of the semester. Interns who are now peer mentors decorate classrooms, offer social emotional supports to students, and enhance their prior classroom learning space all the way through the annual spring standardized testing window and during that month-long period they provide additional small group supports for their student mentees. Peer mentors have the opportunity to visit in the fall up to five hours a month prior to student teaching in the spring. The Peer mentor's student mentees are now in a higher grade and benefit from the continuity that this partnership creates for all of them. The culturally responsive mentoring is fluid and reciprocal. There are no saviors here, but interns become mentors and k-12 students become mentees. The partnership is sustainable.

Reflections

Shirlene and Lokia comment in class discussion, journals, and one-one field debriefing sessions that they now know who they are, what they are capable of when confronted with the possibility of becoming a highly qualified urban educator. They also know that they have developed a milestone of culturally responsive competence and social emotional learning that can enable them to meet the needs of a diverse cadre of students who come from backgrounds that may be quite different from their own. They also realize that upon graduation, unlike thousands of first year urban teachers, that they will not be blind-sided by the realities that these students confront on a daily basis, the issues their parents bring to the table and the high-needs all the aforementioned shift to their respective schools. Both students, regardless of their own race, class, gender, ability, disability, language, and orientation have a new set of skills that they can add to their toolkit that will enable them to teach and reach one and do no harm. There is no surprise that by design, these pre-service teachers have become culturally responsive mentors to their students and families who benefit from the

partnership, while the newly minted Peer Mentors also benefit from learning about families and students from CLD backgrounds.

Considering setting up a mentoring program for college students in the education field, here are some resources to use:

[Culturally Responsive Inclusive Classrooms](#)

[Growth Mindset](#)

[National College Students Mentor Program](#)

[PDE Social Emotional Learning Resources](#)

[Social Emotional Learning](#) *(also available in Spanish)*

[Social Media and Mentoring](#)

CR-SE Mentoring Program Skills Self-Appraisal Rubric

This section is provided to assist programs in identifying strengths and areas for improvement of their current or developing mentoring programs based on this CR-SE Mentoring toolkit. The goal of the **CR-SE Mentoring Program Self-Appraisal Rubric** is to improve mentoring through the framework of culturally relevant and responsive practices that is sustainable for both the mentor and mentees. One way that programs can view mentoring practice is through recruiting, retaining, and supporting historically under-represented pre-service teachers in the academy. This initiative can be further promoted by a commitment to integrating and sustaining comprehensive mentoring programs targeted at recruiting, supporting, and developing effective teacher-leaders from all backgrounds and to enable those candidates to meet the eligibility criteria to become a highly qualified teacher in Pennsylvania.

Five Key Skills and Techniques

1. Building trust
2. Active and reflective listening (Witness)
3. Asking the right questions (Witness)
4. Giving Feedback (Witness)
5. Promoting commitment to action

The Key for Principles to Application: Establishing, Applying, Integrating and Systematizing

- **Establishing** – The program meets the criteria for building foundational principles inherent in supporting a culturally responsive mentoring program as a first step including identified individuals to carry out particular roles.
- **Applying** – Entails the second step in facilitating a professional culturally responsive mentoring program with fidelity. Roles are defined within the relationship and targets are identified in order to support the ongoing professional relationship between the mentor(s) and mentee(s).
- **Integrating** – Entails the third step in the process of Culturally Responsive Mentoring with clear target goals defined and indicators for success with clear targets for integration and implementation with fidelity.
- **Systematizing** – Is the final step in the self-appraisal process that provides evidence of foundational principles for culturally responsive mentoring; evidence of supports in place to address the mentoring relationship inclusive of program standards and demonstrates clear targets with indicators for full systematic implementation with fidelity.

1. Building Trust, Collaboration, and Communication: *Quality mentor programs provide structures to assure a cohesive, culturally competent system for mentoring that is supported at all levels.*

A Culturally Responsive Mentoring Program:	Establishing	Applying	Integrating	Systematizing
<p>1.1 has a designated mentor with sufficient resources, knowledge, and experience to guide program implementation and accountability.</p>	<p>The culturally responsive mentors and mentees are identified with established principles of communication, trust, and an ethic of care.</p>	<p>The culturally responsive mentors and mentees identified in the program have created a professional relationship with action steps.</p>	<p>The culturally responsive mentors and mentees together identify a nexus of partners with identified targets and have met a percentage of indicators for success, revision and or modification.</p>	<p>The mentoring framework at this stage has established a clear framework for culturally responsive collaboration, trust, and communication with evidence of standard 1.1</p>
<p>1.2 has a strong partnership with balanced reciprocal roles that see each other as valued partners with a strong commitment to communication and trust.</p>	<p>Mentor and Mentee have determined resources required to establish the relationship the mentoring relationship inclusive of Culturally Responsive and Sustainable resources.</p>	<p>Mentor and Mentee have applied specific resources towards overall goal of established mentoring outcomes required to build upon the mentoring relationship inclusive of Culturally Responsive and Sustainable resources</p>	<p>Mentor and Mentee have determined resources required to establish the relationship the mentoring relationship inclusive of Culturally Responsive and Sustainable resources</p>	<p>The mentoring partnership is established with a clear framework for culturally responsive collaboration, trust, and communication with evidence of standard 1.2</p>

Optional Guiding Questions for Standard 1: Building Trust, Collaboration, and Communication
<p>The Mentoring Project has clearly articulated goals and outcomes.</p> <ul style="list-style-type: none"> ● <i>What are your Mentoring Program’s (hereinafter Program’s) overall goals? What do you hope to achieve? What impact do you seek? How are you ensuring impact on student achievement, retention, and beginning teacher and beginning administrator effectiveness?</i> ● <i>What specific outcomes do you have for beginning teachers and beginning administrators? What professional habits do you intend to cultivate? What would success look like?</i> ● <i>What outcomes do you have for your mentors? In what ways can your program develop teacher-leadership capacity in experienced teachers and administrators?</i>

- *How will your program equip beginning educators to effectively teach/lead the linguistically, culturally, and academically diverse?*
- *What are goals for school/school district and university articulation? Between program leaders? Between the mentors and site administrators?*

The Mentoring Project works together to plan, implement, and evaluate with project partners and administration.

- *How will partnering organizations demonstrate institutional commitment to the Program?*
- *How will your Program and organizational structures work together? How will the primary director or mentor-leader be determined?*
- *How will a clear and appropriate allocation of authority and initiative be coordinated and articulated among all entities?*
- *How will Program leaders acquire the depth of knowledge and understanding necessary to develop and implement a highly effective Mentoring Program? What professional learning opportunities will be provided to the project leaders for continued professional learning and growth of the program for both mentors and mentees?*

2. Witness (Active and Reflective Listening, Asking the Right Questions and Giving Feedback)

A Quality Mentor Program	Establishing	Applying	Integrating	Systematizing
<p>2.1 Witness serves as evidence of each member in the mentoring relationship purposefully and systematically engaging active and reflective listening, in asking questions and using culturally responsive dialogue to give feedback</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Possible Evidence:</i></p> <ul style="list-style-type: none"> <i>Description of Q & A documentation used for reflective assessment purposes</i> <i>Goals & objectives of the mentoring program are supported by journals, assignments and projects witnessed by self and others</i> </div>	<p>The mentoring program presents some foundational principles of this standard limited to discussing witness, but not yet at the feedback levels</p>	<p>The mentoring program demonstrates evidence of engaging in consistent culturally responsive dialogue including asking questions that are considered the Right ones that lead to meaningful feedback for both mentor and mentee</p>	<p>The mentoring program integrates with fidelity a practice of culturally responsive Q&A that is linked to providing mentor and mentee with opportunities for meaningful exchange and occurs routinely.</p>	<p>The mentoring program provides evidence of all of the components of witness (Active and Reflective Listening, <i>Asking the Right Questions and Giving Feedback</i>) that serves as a key indicator of the systematic, ongoing, and structured component of this stage of the program 2.1.</p>

<p>2.2 The mentoring program supports continuous and systematic practices and shares evaluation findings with stakeholders to inform decision-making and accountability through Witness.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Possible Evidence:</i></p> <p><i>Description of evaluation measures mentoring program will use Goals & objectives of a major mentoring project & data to support them.</i></p> <p><i>Communication plan to district, community & stakeholders</i></p> </div>	<p>The mentoring program provides some level of shared evaluation of practices through the lens of witness with an emphasis on developing questions for continuous improvement</p>	<p>The mentoring program provides evidence of tools used for self-reflection and critical analysis of its vision, focus and shared practices through witness</p>	<p>A primary component of this part of the mentoring program includes evidence of witness that is an embedded part of the program and referred to continuously between mentor(s) and mentees(s)</p>	<p>The implementation of this component of the mentoring program is both systematic and presented with fidelity and is supported by evidence of witness with its own critical and reflective tools to measure accountability and shared decision-making that is communicated routinely with stakeholders 2.2</p>
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<p>Optional Guiding Questions: Witness (Active and reflective Listening, Asking the Right Questions and Giving Feedback)</p>
<p>The rationale for witness of these project components, structure, and activities is based on research about mentoring, culturally responsive praxis, teacher/leader development, effective mentoring practices, and systems-alignment.</p> <ul style="list-style-type: none"> ● <i>What is the rationale for your Program’s design and in what ways does witness play a role? In what ways is your design informed by research, theory, and practice?</i> ● <i>In what ways is the planning and implementation of your Program consistent with the holistic, developmental view of culturally responsive mentoring, teaching /leading articulated in Professional Teaching Standards/Professional Leadership Standards?</i> ● <i>In what ways are you aligning and providing continuity in mentoring using the components of witness between pre-service, the first years of teaching, and on-going teacher professional development towards sustainability?</i> ● <i>In what ways is the Program contextualized to meet the mentees’, teachers’, administrators’, schools’, and district needs?</i> ● <i>How does your Program address the strengths and needs of minority candidate’s individual developmental differences?</i>

3. Promoting a Commitment to Action: *Quality mentor programs require involved and culturally responsive partners who are prepared to act.*

A Culturally Responsive Mentoring Program:	Establishing	Applying	Integrating	Systematizing
<p>3.1 The mentor(s) provides opportunities to promote a commitment to action from the mentee(s)</p> <div data-bbox="170 451 476 893" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Possible Evidence:</i> <i>Description of mentoring discussion sessions (instructional mentor professional plan of action-oriented activities.</i></p> <p><i>Evidence of ongoing opportunities to actively participate in projects jointly and eventually lead tasks on own.</i></p> </div> <p>3.2 The mentor(s) provides opportunities to co-construct evidence of meaningful reflective activities that translate to the development of a permanent product that embodies standards of culturally responsive mentoring interwoven with active listening and reflective praxis.</p>	<p>The relationship demonstrates a beginning level of interest in promoting a commitment to action</p> <p>Some meaningful ideas and discussions have occurred but not integrated to implementation stage</p>	<p>The relationship demonstrates consistent engagement with evidence of meaningful culturally responsive plan to act that may involve some shadowing between the mentor and mentee that builds upon the existing relationship</p> <p>Meaningful ideas, activities, and artifacts have been constructed based on principles of culturally responsive promotion to commit to action-oriented program tasks.</p>	<p>The relationship has documented themes that evolve over time embedded with principles of culturally responsive mentoring that are part of a commitment to action</p> <p>A framework for sustaining and building upon ideas, activities, and artifacts are the product of culturally responsive promotion to commit to act in service as a pillar of the mentoring program at this stage of integration</p>	<p>The mentoring relationship exemplifies systematic and ongoing culturally responsive engagement, action-oriented tasks throughout the program that is routine and provides some form of evidence to use to strengthen the relationship and is a permanent part of the mentoring program overall at 3.1</p> <p>A framework for sustaining and building upon ideas, activities, and artifacts are the product of culturally responsive and consistent service actions as a pillar of the mentoring program at this stage of integration at 3.2</p>

<p><i>Possible Evidence:</i></p> <p><i>Description of culturally responsiveness in dialogue and discourse</i></p> <p><i>Action plan to describe things the mentee will do to demonstrate commitment to act within and beyond the program</i></p> <p><i>Mindfulness activities</i></p>				
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<p>Optional Guiding Questions for Standard 2: Promoting a Commitment to Action</p>
<ul style="list-style-type: none"> ● <i>What is the context for preliminary discussions for promoting a commitment to action? Consider mentors as pre-service teachers in terms of resources, support, adjunct responsibilities, numbers of preparations (secondary teachers), combination classes (elementary teachers), classroom location, etc.</i> ● <i>How do you feel about this stage of teacher preparation? What do you need from me/us? What considerations can we make for learning-diverse candidates and with exceptional needs and or who are experiencing turbulence and or trauma?</i> ● <i>What collaboration structures are in place for pre-service teachers at the school sites? In what ways do mentors and mentees use collaboration time to discuss and demonstrate action-oriented tasks such as shadowing and microteaching?</i> ● <i>What additional resources and support are provided necessary in order to support the mentoring relationship in challenging situations?</i>

Other Mentorship Program Assessment Examples

Mentor Competency Assessment (self-reflection for Mentors) University of Wisconsin-Madison

https://uwmadison.co1.qualtrics.com/jfe/form/SV_5jMT4fhemifK01n?Q_JFE=qdg

Mentoring Competency Assessment (for Mentees) University of Wisconsin-Madison

https://uwmadison.co1.qualtrics.com/jfe/form/SV_cZ5jT2DdKYxE66V?Q_JFE=qdg

Compacts, Contracts and Individual Development Plans University of Wisconsin-Madison <https://ictr.wisc.edu/mentoring/mentoring-compactscontracts-examples/>

Individual Development Plans (IDPs), Mentoring Compacts, Mentoring Maps, Mentoring Plans National Academy of Sciences <https://www.nap.edu/resource/25568/interactive/tools-and-resources.html#section2>

A Guide to Measuring the Quality of Mentor-Youth Relationships,
<https://educationnorthwest.org/sites/default/files/resources/packeight.pdf>

Profiles of the Toolkit Developers



Hannah M. Ashley, Professor and Director of the Youth Empowerment and Urban Studies program at West Chester University is also the founder of Writing Zones 12.5, which aims to help high school students bridge the gap in their writing skills as they transition to college.

In her profession, Hannah demonstrated her commitment to community-based education and college access work through her involvement to create partnership agreements between different agencies and organizations that fight for policy and action-oriented change in the region. She currently serves on the board of Community Learning Partnerships. Hannah has conducted research and authored articles on topics such as [Social Justice and Multi-Modal Writing](#), [Between Civility and Conflict](#) and [The Art of Queering Voices](#).

Hannah earned a Ph.D. from Temple University in Interdisciplinary Urban Education and is the recipient of the 2019-2020 West Chest University Excellence in Service-Learning and Teaching award.

Source: [Faculty Profile](#)



Valerie Klein serves as an Assistant Clinical Professor and Program Director for teacher education programs in the School of Education at Drexel University. Her research interests include teachers' use of formative assessment in mathematics, creating opportunities for rich problem solving in the classroom, and qualitative research methods. Most recently, she presented a paper on Supporting Teachers Professionals Noticing with Technology at the Association of Mathematics Teacher Educators Annual Conference in Orlando, Florida.

Valerie holds a PhD from the University of Pennsylvania Graduate School of Education. Valerie has published different articles including her work on improving feedback through online professional development, improving student learning in courses through [data-mapping](#) with the Philadelphia Consortium for Policy Research in Education, building and bridging communities in an online environment and recognition for the need to [address trauma](#) for students, school leaders and parents in this new educational landscape.

Source: [Faculty Profile](#)



Kizzy Morris, Provost and Chief Academic Officer at Cheyney University has over 23 years of progressive higher education experience in academic administration, enrollment management, institutional research, and IT systems coordination. Kizzy’s student-centered philosophy is the driver for her work with different institutions on [enrollment services](#), student success pathways, and employee and faculty professional development.

Throughout her career, Kizzy has been a member and officer of several professional organizations, often presenting at conferences throughout the US on topics such as student services, enrollment management, financial aid, student information systems, core professional competencies and career development. She has served as an adjunct professor for business administration and information systems management college courses, as well as, co-taught core career competencies in areas such as AACRAO Registrar 101. Currently, she is part of the advisory board for PASSHE systemwide DEI operations and she is assisting the Education Action Committee for the PA HEAL initiative to transform the Commonwealth into a trauma-informed and healing-centered state.

Kizzy holds a Master's degree in Project Management from Keller Graduate School of Management and is currently pursuing a Ph.D. in Leadership in Higher Education from Capella University. She recently published an article reflecting on the [2020 March on Washington](#) for the [AACRAO Black Caucus](#). Her longstanding commitment to mentoring aspiring leaders fits well with her leadership role with the A2E Mentorship toolkit.

Source: [LinkedIn Profile](#)



York Williams is an Assistant Professor in the Department of Special Education at West Chester University and Adjunct Professor at Cheyney University. His work focus on recruiting and retaining culturally diverse students in gifted education; multicultural and urban education school choice; minority students’ achievement and underachievement; and [family involvement](#). He consults with school districts and educational organizations in the are of gifted education and multicultural/urban education.

York has a PhD in Urban Education from Temple University. His research interest spans to include the intersection of urban school violence and achievement among African American males through the lens of social and juvenile justice. York’s publications include [Culturally Responsive Teaching and Mentoring for African American Males Attending Post-Secondary Schools](#) and research on conceptual frameworks for culturally inclusive collaboration. York has taught at Lincoln University where his project, “The Achievement Gap and Implications for College Students of Color: Where do we go from here?” earned him the Lindback Foundation for Minority Faculty award.

Source: [Faculty Profile](#)



Miriam Witmer, Assistant Professor and Coordinator for the Color of Teaching program is also co-founder of the Social Justice for Educators platform at Millersville University. The Social Justice for Educators is a collective of professionals who value identity, diversity, justice and action and seek to provide a safe space for dialog, learning and change for each other.

Miriam's notable featured research and publications include [The Fourth R in Education](#) with The Clearing House and Ethically Diverse Education

Students Perceptions of Mentoring available through the ProQuest database. Her research interests range from establishing pathways for students of color to get to college, teacher diversity in education and mentoring. Miriam earned a PhD in Education from Temple University. Miriam currently serves on the board of the [International Mentoring Association](#).

Source: [Professional Profile](#)

Our recommendations for your next step

Are you considering getting involved with the continued development of Mentorship as part of the A2E program? Contact:

Kizzy Morris
Provost & Chief Academic Office
Cheyney University of PA
kmorris@cheyney.edu (email)

Are you considering getting involved with the A2E Educators' Diversity Consortium? Contact:

Juliet Curci, PhD
Assistant Dean of College Access and Persistence
College of Education and Human Development
Temple University
juliet.curci@temple.edu (email)

Additional Resources

Mentorship Resources

Adult Education Teacher Induction Toolkit (Literacy Information and Communication System (LINCS), under the Office of Career, Technical, and Adult Education (OCTAE) at the US Department of Education)

<https://lincs.ed.gov/state-resources/federal-initiatives/teacher-effectiveness/toolkit>

Excellence with Equity: A Mentor's Approach (Teaching Tolerance (a project of the Southern Poverty Law Center) <https://www.tolerance.org/magazine/excellence-with-equity-a-mentors-approach>

Mentoring and Induction Toolkit 2.0: Supporting Teachers in High-Need Contexts (Center on Great Teachers and Leaders) <https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit>

Mentoring New Teachers of Color: Building New Relationships among Aspiring Teachers and Historically Black Colleges and Universities (Alice Ginsberg, Penn Center for Minority Serving Institutions Eric Budd, Huston-Tillotson Teacher Education Program)

<https://cmsi.gse.rutgers.edu/sites/default/files/Mentoring%20Teachers%20of%20Color%20.pdf>

Society for Human Resource Management: Establishing a Mentoring Program (career development)

https://www.shrm.org/hr-today/news/hr-news/documents/324va_nova_dulles_mentoring_program_toolkit_april2012.pdf

Strategies: Mentoring for Equity (New Teacher Center)

<https://newteachercenter.instructure.com/courses/249/pages/strategies-mentoring-for-equity>

The Role of Adolescent Connectedness in Demonstrating Mentoring Impact from the U.S.

Department of Education, <https://educationnorthwest.org/sites/default/files/resources/factsheet28.pdf>

Equity, Race and Social Justice Resources

Abolitionist Teaching Network. (n.d.). <https://www.abolitionistteachingnetwork.org>

Building Equity In Your Teaching Practice (Equity Framework/Equity Institute)

<https://theequityinstitute.org/wp-content/uploads/2019/07/April-2019-Equity-Framework-.pdf>

Equity Toolkit (Colorado Department of Education)

<http://masterplan.highered.colorado.gov/equitytoolkit/equity-toolkit/>

Equality vs. Equity (Infographic/Equity Institute)

<https://theequityinstitute.org/wp-content/uploads/2019/07/Equity-v-Equality.pdf>

MSW (Master of Social Work) @ USC (University of Southern California) Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege
<https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>

Racial Equity Tools (2,500+ Resources) <https://www.racialequitytools.org/home>

Social Justice for Educators, <http://socialjusticeforeducators.com/about/>

Stanford University RaceWorks Toolkit, <http://sparqtools.org/raceworks/>

The Center for Social Inclusion Talking About Race Toolkit,
<https://www.centerforsocialinclusion.org/talking-race-toolkit/>

Trauma and Crisis Response Resources

Child Trauma Toolkit for Educators (NCTSN/National Child Trauma Stress Network)
https://www.nctsn.org/sites/default/files/resources/child_trauma_toolkit_educators.pdf

Creating Trauma Informed Policies: A Practice Guide for School and Mental Health Leadership (Pacific Southwest/Mental Health Technical Transfer Center Network)
http://cars-rp.org/_MHTTC/docs/Trauma-Informed-Policies.pdf

Learning in the Time of COVID-19 (Learning Policy Institute)
<https://learningpolicyinstitute.org/blog/covid-urgency-reopen-schools-safely>

Responding to Crisis: Resources for Schools and Families (iColorin colorado!)
<https://www.colorincolorado.org/resource-library/responding-crisis-resources-schools-and-families>

School Mental Health Referral Pathways (SMHRP) Toolkit
http://www.esc-cc.org/Downloads/NITT%20SMHRP%20Toolkit_11%2019%2015%20FINAL.PDF

Strategies for Trauma-Informed Distance Learning
https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf

Trauma-informed planning strategies to help students transition back to school in the era of COVID-19 (Mid-Atlantic REL (Regional Educational Laboratory at Mathematica)
https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Trauma_informed_Factsheet_081020_508.pdf

Trauma-Informed Practices & Resilience (WestED/website)
<https://www.wested.org/trauma-informed-practice-resilience/#>

Trauma-Informed Schools for Children in K-12: A System Framework (Policy Brief/National Child Traumatic Stress Network)

https://www.nctsn.org/sites/default/files/resources/fact-sheet/trauma_informed_schools_for_children_in_k-12_a_systems_framework.pdf

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