Perspective Coaching and Perspective Psychology as Foundations for Perspective Education and Mindfulness Based Neurodiversity Training (Birth to Career-Readiness)

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Abstract: Rigorous national standards for Educator preparation programs (EPPs) are inherently bound by a responsibility to promote and foster critical and analytical thinking. But the current educational system is failing in this realm, as well as failing to recognize neurodiversity and the need for overall wellness in school systems. Utilizing Perspective Coaching, Perspective Psychology and Perspective Education the author tries to shed light on how we can promote critical thinking in training interns to devise perspective education programs, as well as mindfulness and wellness programs that have long lasting impacts. Such training involves three new ways to gain perspective in life and affect the social and political spheres in a positive way. To show how coaching interns can ultimately result in real societal impact and real change this article provides examples of educator preparation activities for equity and mobility aimed at enhancing networking skills during clinical practice in urban communities. The author discusses efforts in training candidates in a hybrid program where online courses are given alongside internships across diverse communities, utilizing satellite locations within 'closed' communities to train across community lines. In order to bridge the divide between different communities in New York City (which can be looked at as a microcosm of a global community) the author illustrates how he utilized the three awareness-enhancing approaches (the three tenets of Perspective Coaching) for activities that help candidates from marginalized urban communities envision their best future selves, and ultimately better their own prospects for equity and mobility-to augment their confidence level so that they could better engage students and communities over the long-run. In recent years, and even through the coronavirus crisis, such approach allowed candidates to learn from each other (through 'brain-boosting' perspective taking activities) by sharing their culturally relevant experiences in a profoundly analytical manner. This is due to the fact that Perspective Coaching was developed as a 'brain-expanding' professional development experience in diverse settings (educational, business, social) and involves thinking beyond 'tribal' lines, with added implications for neuroeducation and neuropolitics. Looking at a bigger picture, the author contends that we need to look at the mind-body connection when employing Neurodiversity training in order to view any educational process, and humanity, from a more mindful place.

Keywords: Perspective Coaching, Perspective Psychology, Perspective Education, Mindfulness, Perspective-Taking, Neurodiversity Training, Equity, Mobility, Equitable Practices, Educator Preparation Programs, neuroeducation, neuropolitics

Introduction

We are living in a society where there is little recognition for and support of neurodiversity (Fuld, 2020). And it is no wonder that life the recent pandemic led to difficulties in communicating with others (especially for young people) difficult. Relying (even becoming addicted to) emerging technologies makes forming meaningful connections with others even harder. What we need most right now is to set aside petty disputes or political differences, put things 'in perspective' and come together to tackle major challenges for the survival of our planet, survival of humanity with its many heritages and traditions. I developed Perspective Coaching in the 1990's. I later developed Perspective Psychology in 2002. In

their generation afloat and many will become a burden on society. They will probably become a burden on the few who will be aware of what's needed to get done, aware of how their future is being held by a thread. They too will tire. A generation that is sensitive and resistant to any 'deep' critical thinking for solving any major global challenges will not be able to sustain itself. There seems to be a consensus amongst educators that the next generation is engaged in nonsense and/or are offended by 'micro' stuff, what is being said and done to them (mostly via technological gadgets). They will not be able to become stronger in character and more resilient if we continue to coddle them. Indulging them in fantasy and rewarding them for what they have not earned will not help them in developing the analytical skills necessary to see a bigger picture and work on the bigger problems. With a failing education system they will not possess any real talents and skills. They will be stuck playing video games and/or moving their fingers on digital keyboards to unleash their aggression and anti-social behaviors on social media platforms. And so my efforts at training with Perspective Coaching is primarily there to help the interns learn about 'putting it all in perspective', and convey to the student and the stakeholders (counselors, teachers, parents, school administrators, community leaders and politicians) the various way that he can all make decisions that matter and how we can be supporting those who can create real change.

Training in Perspective Coaching

First, Perspective Education offers a new thinking for educators. Perspective Coaching is a foundation for a new thinking (Perspective Psychology is based on this new thinking but adds clinical aspect). What will follow is a summary based on my upcoming book (Maman, 2021).

Interns in counselor education programs have been instructed to seek the following three ways of new thinking within themselves and with their peers (fellow classmates, candidates of educator preparation programs, school personnel and other stakeholders) as well as when coaching students in schools.

While instructing others on how to use these new ways of thinking it is important to note that this is a form of self-coaching (for professional development and 'brain-expanding') and is not suitable for mental health treatment.

1.) Connect to yourself (the inward perspective): This is mindfulness (or any other meditative technique) can help to stop the world from going by and see if a certain decision conflicts with what you really want in your inner world. When employing this thinking please remember that you and others will need to be in good mental and physical health to practice the basic mindfulness. Here is an example given on how decision making works with looking inward, and meditating on it a bit, —essentially what I mean by, "'Let's mediate on it' before we make any major decision." So, let's, as a quick example, say that you want to be a star on Instagram. Sit in a relaxed place. Breathe in, one, two, three, four. Breathe out even longer, one, two, three, four, five, six and pay attention to the process of breathing. When your breath slows down let thoughts pass through you, paying attention to them with curiosity but trying also to see things from outside of yourself as much as possible. Pay attention to what you hear around you, and pay attention to your body, from your toes up to your head. Be in the present moment, in the here and now and be a little selfish, like a baby. What do you want now? Warmth, maybe. Love, maybe., Or perhaps just to be healthy and experience life. Perhaps to enjoy simple things like strolling in nature somewhere. Then, see if expectations of being that Instagram star fade away, if you ask yourself what you really want, if no one else but you is in the world right now you are indeed focused on the what you really want'. Then the need to be an Instagram star may be revealed as society's dictation to you of what is important. Your true self in your emptiness may not want that fake adulation from others and then you may reach a deeper level of consciousness and ultimately ascertain what really motivates you and/or what you really want on an

2003 I developed Perspective Education. The basic three tenets in Perspective Coaching (to be explored in more detail in the next section) involve three ways of looking about life. Perspective Coaching is basically a way of self-coaching, with three ways of looking at things in life differently, and more rationally. It was also developed as a brain boosting method, based on the notion that perspective-taking activities enhance brain activity (Ruby, & Decety, 2003). I was trying to find a way to support healthy brain development from birth to the career-readiness with the end goal of developing critical and analytical thinking at any age. This self-coaching approach was also the foundation for understanding how we will need to evolve the current education system (Perspective Education). In addition, how we can better design mindfulness and wellness programs in schools, diverse communities and the workplace. My approach involved the integration of the fields of coaching, education and psychology, with implication for the emerging sciences of neuroeducation, which investigates what learning environments are compatible with the way the human brain learns. (Rodgers, Hales, 2021). This has implication for neurodiversity training for staff working in schools and the corporate world, and even in neuropolitics, which integrates neuroscience and political science (Rabin, 2021) in the investigation of human brain biological functions in the realm of political beliefs. I have been utilizing the tenets of Perspective Coaching in recent years within the graduate Counselor Education Programs I developed. Under my direction trainees in the graduate school of education learned to see a much bigger picture in the public and political spheres. The aim was for them to be able to 'think for themselves' and help others view educational and political systems from nonbiased viewpoints. This was intended to advance society and humanity to be thinking more rationally, where we will ultimately need everyone, from different communities and from all generations will learn to coexist. Interns were trained in daycare centers, preschools, elementary schools, middle schools, high schools and colleges. In other words, from

birth to career-readiness, and later with the workplace, with the idea that we will need to see the bigger picture 'developmentally' in order to bring people from all generations together, and where we will ultimately find ways to embrace progress and civil discourse for everyone. Even before the recent pandemic there was a breakdown in social structures, with kids becoming less able to tackle life's basic challenges. They became more and more addicted to new technologies, less able to learn how to solve real life problems, especially in a world with major challenges, such as global warming. Add to that social and mental health problems and you have a bigger problem for properly educating the next generation. With COVID-19 it was apparent that we needed to put our difference aside for a while and come together to curtail the pandemic (on our university part with wellness resources). From my mindfulness coaching years in the 1990's I understood that anxiety and stress were going to become big issues for societies to tackle across the globe. I understood that we, at times, need to come together just human beings and that we need to do so in a way that we feel we are truly being listened to and where we are listening to the other side as well. People from all walks of life and of all the generations have something to contribute. We just need to refine things a bit and learn how to pass our knowledge to the next generation, and this is where Perspective Education comes in. Widening our perspective allows for more insight into our experiences (call it gaining wisdom). Perspective Psychology mirrors the three ways of thinking in Perspective Coaching but adds in psychological theories (such as the cognitive and existential approaches) in cases where there's a need to address mental health issues before engaging people in the self-coaching tenets of Perspective Coaching. We need to make sure we pass on existential knowledge to the next generation. They are not growing up with what they need to learn, to be able work the land or to make sure they properly manage and sustain world resources. They will eventually become much less resilient and less able to handle the tough work needed to keep

College's Graduate School of Education: News, 2015). By having satellite branches in underserved and underrepresented areas across New York City we were able to increase our outreach efforts in recruiting and training historically marginalized candidates for a Master of Education degree, with internship training given within their communities. This was possible because of the hybrid nature of our programs, where online courses were available alongside internships that were given in satellite locations within local communities. Diversity allowed candidates to learn from each other by sharing their cultural traditions and critiques of educational systems, as seen from multiple perspectives. But in 'closed' communities (Hassidic and Islamic Brooklyn neighborhoods) or in other marginalized communities (such as Spanish Harlem in Upper Manhattan) we found out that graduates would not venture out of their neighborhood at the clinical stages of the program. It was as if we were training candidates in remote rural communities (Danyluk, Burns, & Scott, 2020) We were cognizant of the fact that we are recruiting and training change agents in marginalized communities but at the same time realizing that they often felt isolated (by choice or circumstances) and rarely thinking about employment outside of their communities. This required from us some out of the box thinking.
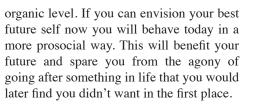
While students were learning together online they haven't ventured to other neighborhoods and communities. While we have had a diverse group of students, when it came to clinical practice we have encountered a sense of segregation where candidates preferred to stay in their local community for the majority of their clinical practice and would not venture in their training to schools that served different diverse groups.

Still, we needed to train candidates in ways that expanded their ways of thinking, where they would see the benefits of venturing out to train, and possibly secure employment in other urban settings. We wanted to go the distance for integrating candidates into other schools that felt remote to them. We felt that there was a problem in the ways they perceived their urban environment and needed their perspective taking skills further developed (Mullen, Beilke, & Brooks, 2007; Warren, 2018). So we encouraged interns to collaborate and our recent finding were that they are doing just that, and in recent years we used Perspective Coaching so that they become less afraid to venture out of their comfort zone and comfortably find themselves out of their locale and known community., integrated it as culturally relevant approach treating addiction and mental disorders (Maman, 2003). In the early 2000's I used the concept of coaching for 'perspective' by developing a unique concept of Community-Based Counselor Training resulting, which involved training clergy (from 2003 to 2006) to become licensed counselors. This outreach effort was unique in that it involved social perspective taking activities where a unique candidate group was recruited from different religious communities from across the New York Metropolitan area. Candidates who had the preconception that they held opposing views were coached to view things from multiple perspectives. What was revealed in Perspective Coaching sessions was that they had more in common than they were different and they ended up coming together to embrace and celebrate their differences (Maman, 2005; Maman and du Plock, 2011). Over the last two decades Perspective Coaching showed success in enhancing social perspective-taking activities in a culturally relevant ways (Maman, Heim, Gardere, & Sharir, 2020). While being developed in a counselor education program cross curricular content at our Graduate School of Education and allowed the concepts to be transferable to teacher education as well.

Mieldwork Activities

The first example will illustrate how clinical instruction was used recently, based on piloting Perspective Coaching for over a decade across Educator Preparation Programs (EPPs) at the Graduate School of Education.

The counselor education department (within Touro Graduate School of Education) was successful in involving several Brooklyn schools in a unique Science, Technology, Engineering,

organic level. If you can envision your best future self now you will behave today in a more prosocial way. This will benefit your future and spare you from the agony of going after something in life that you would later find you didn't want in the first place.

2.) Connect to others (the other side's perspective): This is where you put yourself in someone else's shoes, typically someone close to you at work or in your home life. This is kind of the opposite of connecting to yourself because you are being the opposite of selfish. You are essentially taking the other side's perspective even if it means it you will be taking the opposite perspective from what you believe in. In this perspective-taking activity you have to consider yourself as the most compassionate and understanding that you can be to another person. You also want to reserve your time and energy to being compassionate towards those close to you and understand where they're coming from- they may have gone through something or generally had a rough life.

3.) See the bigger picture (the timeless perspective): Zoom out to see an even bigger. If you have ever looked at a bird flying up high you can see how things are minimized when looking at them from a distance, perhaps from a great distance, and you can even end up laughing about how seriously some people take things. Some of us don't appreciate how good they have it and an analytical thirty-thousand 30,000-foot viewpoint can help us make sense of what is really important in life. In essence, a look at the bigger picture helps us to let go of the small stuff. If you got mad when someone cut you off in traffic lately, look at this as situational. In the larger scheme of things it doesn't matter that much. Think that you don't really know what is behind the annoying driving, such as when someone is having a bad day, and staying away from escalating the situation is safer for everyone. In addition, try to see that we are just a bunch of people on a planet that is hurtling through space. Being engaged in the wonder of it all will make your future look brighter. A timeless perspective is also helpful for seeing a bigger picture where you are able to let go of the small stuff that annoys you, of what is likely to become insignificant to you in the long -run.

From teaching little kids the benefits of 'playing nice' to teamwork at the workplace we can all use Perspective Coaching for putting things in life into perspective, and developing more perspective as we go through life..

Methodological Mramwork

The tenets of the training in perspective coaching guided coaching sessions during the internship stages in counselor education programs. Fieldwork activities were based on professional development during the coaching sessions. To better construct professional development segments with the coaching we realized that more attention was needed to matters of equity and mobility in teacher education when it comes to marginalized populations (Anderson et al. 2018; Maharani, 2020; Pugach et al., 2020; Wang & Gao, 2013). Thus, we focused on the various ways we positively use advanced learning technologies with underserved and underrepresented populations, those that are marginalized in urban settings, some of which are 'closed' and untrusting of newer technologies. Highlighted in the coaching sessions was a unique approach to personal and professional development where we utilized online networking to inform teacher education (Barab & Plucker, 2002; Yildiz-Durak, 2019) and consequently, teaching strategies and collaboration across diverse communities.

We relied on access to diverse communities and were fortunate that for many years our Graduate School of Education has been at the forefront in New York State for awarding the most graduate education degrees to minorities, serving a student population that recognizes diversity and serves as an embodiment of the wide range of cultures and backgrounds in the public school system in New York City (Touro

with different technological outfits, to include New York Institute of Technology, for projects that had kids from the country come in to the city to experience S.T.E.A.M. projects during the summer, to handle advanced technology and experience a fast paced City environment, where you have to think on your feet, and where you also have to experience more diversity. Some of the city kids visited the country for the summer, where they saw how farmers, such as the Amish, can live without the distraction of technology, not even having electricity. City and country kids were able to put it all in perspective, learned how technology was useful and how it is also possible to live without it. Many of them realized that it was possible to temper technology use with quality time when you are without it, when you can spend time with friend, family or just walk mindfully in nature. Our main campus is located in midtown Manhattan by Times Square and creates its own sense of an 'open' environment for sharing multiple perspectives, supporting a strong sense of belonging to what candidates often refer to as 'the city', the 'center of the world' or at least a gathering center for people from many different communities,. There, we decided to offer hybrid courses to paraprofessionals (teacher assistants) who were training to become certified teachers. These candidates came into the main campus for in-class meeting while doing the rest of the work online. What we have (preliminary) found was that when candidates initially 'warm-up' online to utilizing new technologies for networking with others they are more likely to choose courses in the main campus. As of January 2021 we have the whole curriculum is available online.

Online networking involved Perspective Coaching with perspective-taking techniques, intending to have candidates put themselves in others' shoes and/or see how other candidates are similar to them in many ways. Candidates were essentially engaging in perspective-taking activities that familiarized them with other communities and informed them on ways that they could bridge the cultural divide in a safe environment.

We engaged candidates in ways that dispelled myths about excessive violence and other myths concerning schools beyond their locale that reinforced a sense of fear. They were first exposed online to paraprofessionals from other communities and came to the main campus once they were ready to fully engage with candidates from other communities. We have mentored and coached them accordingly, with the ultimate aim at fostering an overall 'open' environment, one that is conducive to overall networking and for lessening their insecurities with regards to reaching out to candidates from other diverse groups.

As a result of unique needs of marginalized candidates we devised online perspective coaching activities that helped them 'warm-up' in their initial phase of reaching out to working in other environments. Based on the latest research in (Cutri, Whiting, & Bybee, 2020; Duesbery et al., 2019) we found ways to teach candidates how to better collaborate and network online, and later in-class, so that network more fully with other diverse group in their ongoing journey to secure employment in high need schools. This resulted in generating more employment opportunities in that candidates gained the ability to explore better career opportunities, to ultimately be working in a unionized environment with a coveted New York City pension, one that was not available at the Yeshiva or at the madrasa.

Recent thinking for the use of social media in teacher education (Crompton , Rippard, & Sommerfeldt, 2016) informed changes to our programs as we were also working to network in collaborate with school and community stakeholders, to ensure that neighborhoods will no longer include schools where the majority of the population is from one underserved ethnic group. This is where we wanted to have teachers who are not from a certain ethnic group also feel at home and be empowered in their overall understanding of differences and how to embrace them. This understanding could also trickle down to the learning where the same would apply for children who are not from a certain ethnic group but happen live in

Art and Technology (S.T.E.A.M.) projects. For example, one audio/video production project S.T.E.A.M. project enabled school counselors and technical teachers to work together on an effort to prevent high school students from dropping out. Touro college credits were issued enough to double deep with high school credits so that students are able to graduate from high schools. This involved engaging at-risk youth in music production activities (Gardere, Sharir, & Maman, 2016). These days, those who graduated from the S.T.E.A.M project have come back as adults to talk about their successes, which helped in motivating a whole new generation, an education that is intergenerational, which I consider not only timeless, but priceless. Different S.T.E.A.M projects were developed over the years for kids in New York City so that they could avoid dropping out from high school, mostly with at-risk high school students who could earn vocational training credits through studies at a state of the arts audio and video production studio. (Gardere, Sharir, & Maman, 2016). The audio/video production project was a one of a kind program that has proven to be very successful. It involved counselor education and teacher education coming together. Counselors would use Perspective Coaching coach to mentor the kids towards seeing their best future selves while technical teaching involved many teaching subjects. Students learned hands-on about audio and video production for the music or TV/movie business. With that unique S.T.E.A.M project the science part of it involved knowing all about equipment, different types of microphones, cameras and other audio /video equipment. As far as the technology part, students were using recording studios and special labs equipped with the latest computer technologies. The engineering part was about connecting hardware and software, also included hands-on knowledge on how to get the best acoustics with sound and vibration. The arts part was with other high school students who were interested in the creative sides of the music business, writing lyrics, composing harmonies, working on artwork for album covers. Finally, math skills were necessary at many points during the recording. Students needed to calculate lengths

of song segments or video clips and needed to learn about delay/reverb calculation with sound effects. In fact, cross curriculum was introduced in the schools where math teachers would often engage students in their classroom talking about how math is needed also for exciting stuff, like audio and video production. Some of the kids involved the high school S.T.E.A.M project talked about how their perspective totally changed. Using Perspective Coaching interns showed the kids better prospects. As a result, the kids said that they would no longer be involved in gang activities and that they never knew that not dropping out of school was an option. With the help of mentors from television and the music industry I was able to show these kids that there were other options. I was coaching them about the ability to see their best future self today. They listened intently and knew that if they made the right choice to dive into audio and video engineering. They understood how they were wrongly idolizing media artists who may not have had the best choice of lyrics. They wanted their own voice. There was also an aspect of the seeing other perspective and even the bigger picture with small kids. One of the younger kids said that it was only after he saw what skills are needed for audio and video production that he got a realistic sense of what it is all about, how the opportunities are there but no one was providing guidance before my team and I arrived. The networking between the kids was also a part of the 'magic', initially done on blackboard and moved to social media where candidates for counselor education and teacher education were communicating across different cultures to showcase different types of music (hip-hop, rap, klezmer, Arabic Dabke). The teachers learned from one another and crossed music styles in passing hands-on knowledge of what music is like 'out there' with different cultures. Candidates would come together at the main campus where all candidates from counselor education and teacher education congregated (from the satellite Touro College's locations).Other S.T.E.A.M. projects provided the technological skills. For example projects that revolved around making this an environmentally friendly planet. To this end, we have partnered

online.

As instruction in New York City schools moved online what was first a challenge became an opportunity. The private institutions where we had candidates involved in clinical training had closed (the Yeshivas & Madrasas) but the public city schools were still open. As Yeshiva and Madras candidates were scrambling for clinical hours to complete their Teacher Education we devised an approach that integrated them into P-12 online public (secular) education. The candidates are now reporting that this is a huge opportunity for them to experience coed learning in an online format that doesn't break from their religious requirements. Rabbis and mullahs have allowed it because of the emergency type of situation and because they trust that the college is facilitating the training in a non-reactionary way. With the help of Perspective Coaching, this allowed candidates come in contact with the ways that the board of education works in New York City, as far as public schools. They were able to also see how common issues, such as learning disabilities, exist across the cultural divide. Teaching and social emotional learning has been enhanced by this collaborative effort. Candidates who have different belief systems have learned how similarities enhanced their overall learning experiences. Where they have previously formed homogenous groups (Jewish candidate or Muslim candidate groups) they now joined together. Especially the 'closed' communities experienced a comradery, feeling that they were both fearful of the more 'open' and secular teaching experience and now they see that their fears where not substantiated. The current coronavirus situation will clearly change the way we train candidates. With the priority of encouragement of individual responsibility for health (Griffith, 2020) in our candidates we sail forward into a new unknown. But as keeping a healthy perspective is one of our tenets in clinical training (Maman, Heim, Gardere, & Sharir (2020) and the ones I personally was engaged with (involving my Perspective Coaching approach) for decades. We will continue our holistic effort to review and enhance any educational process, and do so from a more mindful place. We will proceed with our social perspective-taking activities for equity and mobility, where candidates are now 'forced' to step up (even if only virtually) to see the things on the other side of the neighborhood.

Conclusion

The In recent years our unique approach led to building more equity and mobility. Perspective Coaching was enhanced by having peer supervision. This is where mobility happened not just in crossing community lines but with interns reflecting on how effective their peers were in coaching sessions, especially in how equity and mobility trickled down to benefit some members of the community. I am currently trying to study Perspective Coaching from a psychological point of view and trying to further advance Perspective Education, to include enhancement to mindfulness based neurodiversity training. I have looked at how the Perspective Coaching approach can be enhanced by psychological methods to form Perspective Education. This is how we formed (and have ongoing effort to form) mindfulness based neurodiversity training and wellness programs that are informed by our experienced with using Perspective Coaching and the latest findings in brain development. Under my direction a team of supervisors has been training the largest number of counselors in the New York City school system (and the largest number in diverse communities across the New York Metropolitan area). What we learned from the process so far was that we were not using 'diversity' just as the soundbite, as it is often used to signify urban schools as hubs for cultural exchange. We were envisioning diversity as resource for both equity and mobility in teaching education. For example, our unique online networking 'warm-up' approach proved to mobilize women from marginalized underserved and underrepresented 'closed' groups. In 'closed' communities, such as orthodox Jewish community and Muslim community where women were often considered to be solely involved in child rearing and overall caring for their large families (Blumen, 2002; Read, 2004; Read, 2010). We have had women enrolled in our programs from both of these

an community ethnically different to their own and be enrolled in a school in that community.

One of the ways we used Perspective Coaching with perspective-taking activities was through informing our training was through a social media video assignment designed to enhance reflexive learning and collaboration (Tawafak et al., 2018; Tripp & Rich, 2012) among paraprofessionals in their initial clinical practice. We have instructed candidates who currently work as teaching assistants in varied urban settings, and enrolled in a Master in Education degree, to produce various videos so that they reflect individually and collaboratively on how they appear and talk on the screen, as well as when involving posting on social media (such as Instagram). They had to participate in an online discussions to reflect on what it would be like if they are to become online instructors, such as in the case of home schooling and to the extent to which they familiarize themselves with the use of social media.

Candidates from different cultural backgrounds where encouraged to tell their story and the story of their community in videos. The more religious candidates (Orthodox-Jewish women who or Muslim women who wore full head covering) were able to secure a more private social networking space online (Instagram or WhatsApp) while having access to the classes' public social networking options when they wanted or needed to. They would be collaborating with school personnel, as they would in their community and when possibly collaborating with other communities. The activities were started by faculty members. One of the faculty member produced Instagram videos to illustrate a connection to a farm community located near Amish country in Pennsylvania, physically traveling to Pennsylvania to network with farmers where outreach included learning about agriculture, possible mutual school projects, where growing fresh vegetable in a farm or in a city setting could benefit both collaborating communities, in learning and teaching about agriculture and horticulture.

Faculty acted as mentors in any way possible to relieve candidates' insecurities and to show them how it is possible to step out of their comfort zones and discover the open world. They also discovered that there are other 'closed' communities out there and that if a faculty member can network with someone all the way out in Pennsylvania's farm country then they could certainly venture out to a neighborhood located just a short distance from them. Candidates followed the faculty's momentum and also the momentum of other candidates who had similar insecurities but warmed up to candidates from other cultures as they slowly expanded their thinking about others' perspectives, where collaboration between candidates led to them ultimately analyze multiple perspectives. Preliminarily, we can say that there was a consensus among the clinical faculty members and site supervisors that candidates were directly influenced by the perspective-taking video production activities. In online interactive discussions they expressed their desire to be taking a more active role in in-class activities at the main campus. Empowered were also candidates from poor background, first generation pursuing a graduate degree in their community, initially insecure in how they saw themselves in posting their videos and afraid of calling attention to their way of speaking (accent or local dialect). Most candidates from poor and/or 'closed' communities were able to draw strength from knowing that they shared similarities in their insecurities as they empowered one another to move upward in their quest for becoming trained as competent educators and counselors.

Discussion

This article was written while the coronavirus pandemic changed the nature of our clinical training. We had some success in bringing candidates to the main campus where they could be mobilized to working in other communities. But with New York City being shut down in the month of March, 2020, we needed to devise another approach where we could continue our equity and mobility efforts

religious backgrounds. They were studying part time while working full time in private local schools. But many of them expressed interest in venturing out to working in public New York City schools in adjacent neighborhoods, where they could work in unionized city schools and secure better paying jobs. Since they were in closed communities where value systems could not to be altered or judged, we had to carefully mentor and coach them, in ways that would lead them to venture to working in other communities. Using Perspective Coaching we were able to bring them together, and have people together from all walks of life find new ways to appreciate diversity. If not to fully collaborate just learn to coexist, have some basic respect to someone from another background. It was unfathomable to us that they would only have limited access in their geographical locale while we considered the entire New York Metropolitan area as a unified and cohesive 'one' geographical location, a microcosm and an example for possible global cooperation on the educational, social and political frontlines. And our interns were on the forefront of change. After all they were living in a city full of opportunity and a great need for a diverse group of individuals in all of its schools. New York City is a diverse city that would benefit from a multicultural approach for educator preparation. Ioannou & Constantinou, (2018) contend that a contemporary multicultural environment is conducive for learners from diverse ethnic and cultural backgrounds. This thinking serves as another reason to further embracing the three tenets of Perspective Coaching, in order to understand ourselves better and help learners fully comprehend classmates' values and perspectives.

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