



Dr. Karsten Powell, Dr. Kirstin Rossi, and Dr. Rose Battalio, Department of Special Education and Inclusive Practices, investigated how participating in a teacher education faculty-led support group influenced first-year teachers' development of professional skills and dispositions. Traditional teacher mentoring programs do not mirror evidence-based practices surrounding teacher development. The authors used a case study approach to understand how faculty and participants' ongoing relationships bridged participants' transition to the teaching profession. Data revealed that teachers used support group meetings to reflect and be vulnerable with facilitators, which allowed them time to find their allies in the schools.

Handbook of Research on
the Educator Continuum and
Development of Teachers

*Enhancing First Year Teacher Capacity Through Ongoing
Relationships: A Teacher Mentoring Case Study*



**Karsten
Powell**
Assistant Professor
Special Education and
Inclusive Practices



**Kirstin
Rossi**
Associate Professor
Special Education and
Inclusive Practices



**Rosemary
Battalio**
Professor Emeritus
Special Education and
Inclusive Practices