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Chapter 18 Enhancing First-Year Teacher Capacity Through Ongoing Relationships:

A Teacher Mentoring Case Study

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ABSTRACT

This chapter investigates first-year teachers' development and how participating in a teacher education faculty-led mentoring program accelerated their transition from student to teacher. Traditional teacher induction involves pairing a veteran teacher with a first-year teacher and completing activities, mainly at the start of the school year. High teacher turnover indicates this approach to induction is insufficient and fails to mirror theories of teacher development. Authors use a case study approach to understand how faculty and graduates' relationships bridge the transition to the teaching profession. Field notes and interviews with teachers now in their second year inform the study. Data reveal that teachers used meetings to reflect and be vulnerable with facilitators, which allowed them time to find their allies in the schools. Authors propose solutions including developing PK-12 and teacher education partnerships and future research further investigating the long-term influence relationships-based mentoring has on teacher retention.

DOI: 10.4018/978-1-6684-3848-0.ch018

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

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