

2019

# Working Towards Change: The Impact of Mentor Development on Associate Teachers and Faculty Advisors

Alyssa Palazzolo

*University of Windsor*, palazzol1@uwindsor.ca

Sara Shahbazi

*University of Windsor*, shahbazs@uwindsor.ca

Geri Salinitri

*University of Windsor*, sgeri@uwindsor.ca

Follow this and additional works at: <https://scholar.uwindsor.ca/research-result-summaries>  
Consistent with the TCPS 2 (4.7) this is a research summary provided to participants and should not be considered a formal publication of results.

---

## Recommended Citation

Palazzolo, A., Shahbazi, S., & Salinitri, G. (2019). Working Towards Change: The Impact of Mentor Development on Associate Teachers and Faculty Advisors. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/74>

This Completed Summary is brought to you for free and open access by Scholarship at UWindsor. It has been accepted for inclusion in Research Result Summaries by an authorized administrator of Scholarship at UWindsor. For more information, please contact [scholarship@uwindsor.ca](mailto:scholarship@uwindsor.ca).

Researchers explored how a joint research initiative, focusing on the tenets of teacher mentorship, impacted Associate Teachers (ATs) and Faculty Advisors (FAs) in developing relationships and fulfilling their roles to effectively mentor pre-service teacher candidates. Participants in the study included elementary and secondary ATs and university FAs. Participants received mentor development from the Ministry of Education. Data was recorded using a triangulation of personal reflection, discussion and researcher observation. The following themes arose: supporting teacher candidates in meaningful and constructive ways; and building collaborative school university partnerships. Challenges in the study included time and minimal funding to in-service all ATs and FAs. Final recommendations based on the data analysis include: redefining the individual and collaborative roles and responsibilities of ATs and FAs; increasing the participation of FAs in professional dialogue with ATs; lastly, strengthening the mentorship network and webs for teacher candidates, as only group mentoring and one-to-one mentoring models are established at this point. Researchers hope the findings of the study will support program developers in effectively closing the gap between theory and practice and to better support preservice teacher candidates through meaningful mentorship relationships.