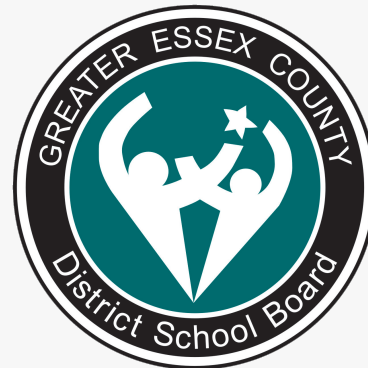# The impact of mentor development on Associate Teachers and Faculty Advisors

A collaborative research project by the **University of Windsor** and **GECDSB**

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U of W and GECDSB Goals

- Build on existing partnership work between the GECDSB and the University of Windsor Fac. Ed

- Strengthen mentor practices and strategies of Associate Teachers and Faculty Advisors

- Assist and enhance the professional practice of teacher candidates

Research Question

What impact does a joint research initiative focusing on the tenets of teacher mentorship have on the roles and relationships of Associate Teachers and Faculty Advisors in mentoring pre-service teacher candidates?

Method

Participants:
- Associate Teachers - 34
- Faculty Advisors - 6

Data Collection:
- Reflecting Back
- Looking Forward
- Exit Ticket
- Considerations for the Field Experience Handbook

Theoretical Framework

3Cs of Mentorship

(Lipton, Wellman and Humbard, 2004)

(MOE, 2016)

Mentorship Models

(MOE, 2016)

Social Learning Theory

(Bandura, 1977)

Communities of Practice

(Wenger, 1998)

The 3Cs of Mentorship

Consultant

Offering Support and Providing Resources

Collaborator

Creating Challenge and Encouraging Growth

Coach

Facilitating Professional Vision

Mentoring for All, 2016

Mentoring Network

Mentoring for All, 2016

Findings

- Supporting teacher candidates in meaningful and constructive ways
  - Focus on formative and summative evaluations
  - Feedback, communication, encouragement, modeling and scaffolding
  - Group mentoring and 1 to 1 mentoring

- Building collaborative school-university partnerships
  - Divide between theory and practice
  - ATs and FAs equally knowledgeable adult educators

Challenges

- Time
- Minimal Funding
- Associate teacher/Faculty advisor ratio

Recommendations

- Collaborative professional development sessions for Associate teachers and Faculty Advisors

- Clearly defined roles for Associate Teachers and Faculty Advisors

- Strengthening mentorship network and webs for teacher candidates

- Revise evaluations so that they are reflective of progress and improvement

LEGEND

EXEMPLARY (E)
Displays very good/excellent teaching skills in applying the most appropriate content and methodology to meet learners' needs. Actively seeks feedback. Uses a reflective approach to independently modify teaching practice. Consistently explores and extends understanding of professional growth and responsibility, including respecting confidential information about students.

PROFICIENT (P)
Displays sound teaching skills in applying appropriate content and methodology to meet learners' needs. Requires minimal assistance in responding to suggestions for improvement. Demonstrates ability to apply reflective thought successfully in a variety of teaching situations. Displays solid understanding of professional growth and responsibility, including respecting confidential information about students.

ADEQUATE (A)
Displays adequate understanding of teaching skills. Content and methodology selected are generally appropriate and/or adequate to meet learners' needs. Requires some assistance in responding to suggestions for improvement. Limited modifications in teaching practice are implemented as a result of reflection. Displays basic understanding of professional growth and responsibility, which may include respecting confidential information about students.

DOES NOT MEET EXPECTATIONS (D)
Displays unsatisfactory understanding of teaching skills. Content and methodology are generally inappropriate and/or inadequate to meet the learners' needs. There may be some response to suggestions for improvement but has difficulty in reflecting on practice and implementing modifications. Although there may be some understanding of the need for professional growth and professional responsibility, there is minimal evidence in practice, which may include respecting confidential information about students.

Legend

DAS	**Developing As Expected** Teacher Candidate displays the appropriate level of skill development.
NFD	**Needs Further Development** Teacher Candidate displays slightly below the appropriate skill development.
AR	**At Risk** Teacher Candidate does not display the appropriate skill development for their level of experience and progression through the program. External support and intervention required.
N/A	**Not Applicable (On Formative Assessment Only)** Teacher Candidate has not had an opportunity to show this skill during the first two weeks of this practicum **OR** Too soon to evaluation the Teacher Candidate on this item in the Progress Chart.

Questions & Comments

Thank You