

## Professional Development as a Tool for New Teacher Retention

<b>Action Planning Template</b>				
Goal: To provide new teachers with the training, support, and access to information needed to be successful from the very first day on campus. To provide mentors for new teachers. To provide online technological support for new teachers. To provide new teacher, and veteran teachers, access to professional development online.				
<b>Action Step(s)</b>	<b>Responsible Person</b>	<b>Timeline Start/End</b>	<b>Needed Resources</b>	<b>Evaluation</b>
Introduce Action Research	Thornton	June 28, 2010	Volunteers Computer with Internet access	Survey at completion
Obtain signed commitment sheet	Thornton	June 29, 2010	Pen, forms	None
Discuss what is expected in the study	Thornton	June 29, 2010	List, access to Internet	Survey at completion
View video	Thornton	Each meeting	Access to Internet	Survey at completion
Professional Development	Thornton	Each meeting	Access to Internet Presenter Overhead Projector or other means to show on screen	Survey at completion
Classroom visits	Mentor Inductee	Once a month	List of expectations and place to write reflections	Reflections
Mentor and Inductee set time to meet during school year, at least 1 day per week.	Mentor and Inductee	Once per week	Journal for reflections	Reflections
Complete reflective journals	Mentor and Inductee	Various	Journals for reflections	Reflections
Evaluate program	Thornton	June 28, 2011	Reflection journals	Survey or questionnaire

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**PROFESSIONAL IMPROVEMENT PROJECT  
PLAN OF ACTION  
ACTION RESEARCH: PROFESSIONAL DEVELOPMENT AS A TOOL FOR NEW  
TEACHER RETENTION**

**District Vision:** To ensure that new teachers remain in the district. Many new teachers leave the profession for various reasons.

**Goal:** To provide new teachers with the training, support, and access to information needed to be successful from the very first day on campus. To provide mentors for new teachers. To provide online technological support for new teachers. To provide new teacher, and veteran teachers, access to professional development online.

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To learn how beginning teachers and mentors can build productive mentoring relationships</li> <li>• To recognize the various kinds of support that beginning teachers want and that mentors can provide</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Meet regularly.</li> <li>• Maintain confidentiality.</li> <li>• Participate in support team meetings.</li> <li>• Attend professional development activities.</li> <li>• Provide professional assistance.</li> <li>• View and review materials from meeting</li> <li>• Complete reflective activity.</li> </ul>
<b>Resources / Research Tools Needed</b>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Signed agreement to participate in study.<sup>i</sup></li> <li>• Access to Internet</li> <li>• TxBESS Mentors and Beginning Teachers Module Handouts (including, but not limited to):             <ul style="list-style-type: none"> <li>• TxBESS Mentor-Teacher Handbook</li> <li>• TxBESS brochure</li> <li>• TxBESS Program Standards</li> </ul> </li> <li>• Presenters' handouts</li> <li>• Professional Development handouts</li> <li>• PowerPoint presentations</li> <li>• Implementation calendar</li> <li>• Binder for handouts</li> <li>• Training DVD's and CD's</li> <li>• Food (if after school or during summer)</li> <li>• Tech support</li> </ul>
<b>Responsibility to Address Activities</b>	Mrs. Thornton, Technology Director, PAISD
<b>Timeline</b>	June 28, 2010 to June 28, 2011

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<b>Benchmarks/Assessments</b>	Not limited to: Percent of new teachers staying employed in the district. Exit interview for teachers who leave. Teacher satisfaction survey.
<b>Revisions to SIP/PIP based on Monitoring / Assessments</b>	None

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- Texas Beginning Educator Support System (TxBESS) 2010-2012. (n.d.). Retrieved July 31, 2010 from <http://www.region10.org/txbess/index.html>.
  - Texas Beginning Educator Support System Evaluation Report for Year Three 2001–02. Prepared for the State Board for Educator Certification by the Charles A. Dana Center, An Organized Research Unit of the College of Natural Sciences at the University of Texas at Austin. (August 2002). Retrieved July 31, 2010 from <http://www.utdanacenter.org/downloads/evaluations/txbessyear3.pdf>.
  - The McKinney Connection. MISD New Teacher Handbook 2009 - 2010. (n.d.). Retrieved from [http://legacy.mckinneyisd.net/departments/humanresources/mckinney\\_mentors/pdfs/New\\_Teacher\\_Handbook.pdf](http://legacy.mckinneyisd.net/departments/humanresources/mckinney_mentors/pdfs/New_Teacher_Handbook.pdf)
  - Evaluation of the Beginning Teacher Induction and Mentoring (BTIM) Program. Executive Summary and Evaluation Report. (January 2009). Retrieved from [http://ritter.tea.state.tx.us/opge/progeval/ProfessionalDevelopment/BTIM\\_Evaluation\\_Jan\\_2009.pdf](http://ritter.tea.state.tx.us/opge/progeval/ProfessionalDevelopment/BTIM_Evaluation_Jan_2009.pdf)