



# Improving Teacher Retention Rates through New Teacher Support Strategies

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NDE Standard: (7) Developing Relationships

## Project Overview

Research has shown that the **first five years** of a new teachers career are the most critical time for leaving the profession. Combine this with the fact that replacing a teacher generally cost between **\$5,000 and \$20,000** depending on district size (\$5,000 for small districts and \$20,000 for large districts). It should be standard practice to support new teachers for their first five years of teaching. However, many districts only give direct support to new teachers for one year.

The goal of this project is to outline a plan to give new teachers support for five years. Improving new teacher retention will save school districts money, administrator's time, and improve learning by keeping skilled teachers from leaving the classroom. This project aims to use researched based practices, combined with real world resources, and practical experiences to increase new teacher retention rates.

### Phases of First Year Teachers' Attitude Towards Teaching



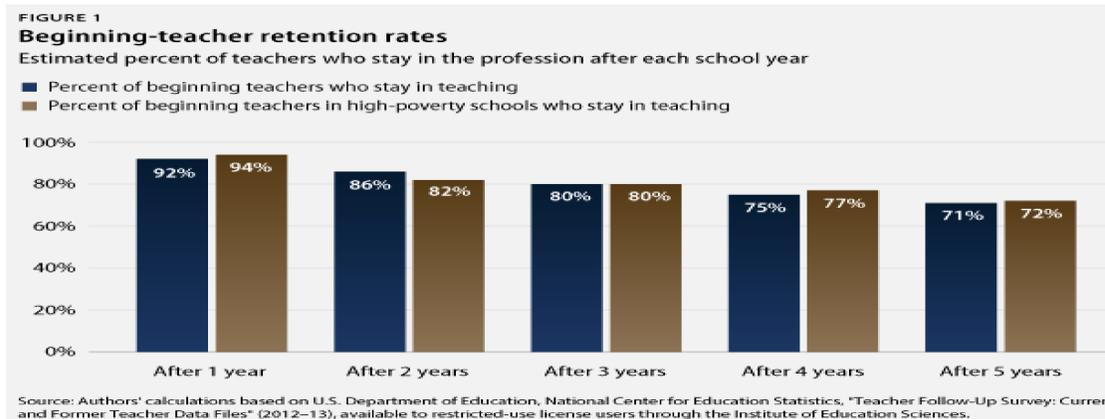
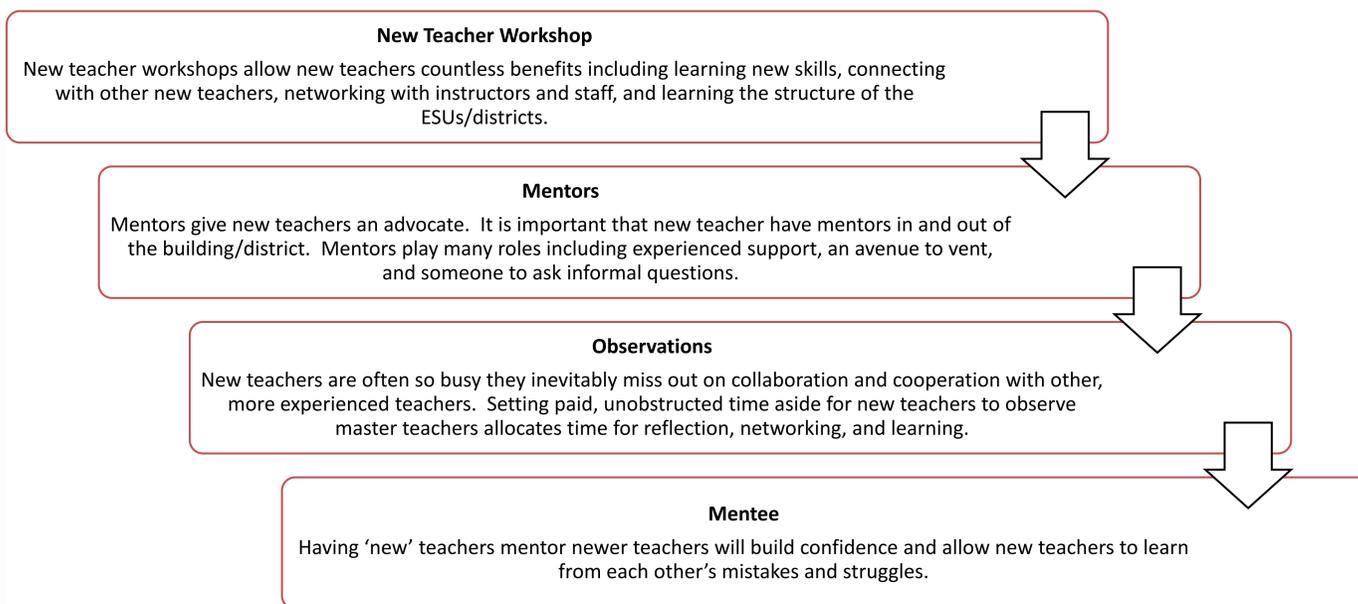
## Resources Needed

- Attendance at ESU or district level new teacher orientation program
- Funds for substitutes
- Mentors and mentees in district
- Mentors and mentees out of district
- Administrator time for new teacher support
- 'Informal' support group
- Extra contract days for observations

## Timeline and Responsibilities

Timeline	Event	Person Responsible
Years 1 – 2	Attend ESU/district new teacher workshop	Principal Administrative Staff
Years 1 – 5	Observe master teachers	Principal
Years 1 – 5	In-district mentor	Principal Mentor
Years 1 – 5	Out of district mentor	Principal Mentor
Years 3 – 5	New teacher becomes a mentor for first year teacher	Principal New Teacher

## Action Plan



## Review of Literature

In terms of research based studies, literature is plentifully diverse with regard to teacher turnover and best practices for teacher retention. However, studies consistently say two things.

1. Losing teachers cost school districts money and time.
2. New teachers leave the profession due to a lack of support. Specifically, new teachers cite the lack of administrative support as the key reason they left the teaching profession.

New teachers go through an emotional tornado filled with high expectations and disillusionment. Current research tends to answer what works, however, it does not examine why it works. Thus, it is left to administrators to use induction and scaffolding to find what is best for their new teachers depending on needs and funds.

## References

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