

Additional Action Plan Information

Action Plans

Introduction

An action plan provides instructional support and is a comprehensive way to monitor change and progress across a variety of objectives and goals within multiple areas (e.g. student, classroom, professional, etc.). The action plan recognizes the importance of using multiple sources and modes to inform all stakeholders (you as the mentor, your mentee, and administrators) of the beginning teacher's progress and improvement. The action plan used throughout the year to help focus conversations with your mentee.

The action plan can be developed collaboratively between the mentor and mentee. After identifying the new teachers' instructional needs (where she may need more training or support), use an action plan to develop instructional goals and determine instructional progress including the following:

- Clear expectations communicated with mentee
- Pre-observation meetings to discuss lesson plans
- Post-observation meetings to discuss the lessons
- Plan for improvement in classroom practice

There are 3 steps in completing an action plan:

1. Complete an action plan with the beginning teacher based on one of the teacher's areas of need.
 - a. [See an example action plan for beginning special education teacher below.](#)
2. Follow the timeline and reflect on progress during mentoring conversations. Review data with your mentee, and ask questions!
3. Use the action plan to guide next steps.
 - a. If no change or slight change is noted in the students' progress, what could be done differently or in addition to what is already happening?
 - b. If change is noted in students' progress, what might need to be continued or what might need to be added to extend learning?

After Completing an Action Plan

Remember to make professional development decisions based on the goals and needs identified in the action plan. Suggestions for aligning the professional development activities with the new SET's action plan include

- Completing the action plan with beginning teacher based on implementation of professional development content.
- Encouraging the new teacher to collect data and reflect upon how the professional development experiences are helping him or her meet the goals set within the action plan.
- Connecting follow-up conversations and observations with the action plan.

Beginning Special Education Teacher: ACTION PLAN

Mentee: Super Sally Jones		Mentor: Experienced Joan		Year: 2011-2012	
IMPLEMENTATION			EVALUATION		
What needs to be done?	By when?	What resources?	What evidence indicates this progress?	How and when will evidence be gathered?	
OBJECTIVE 1: Improve students' use of comprehension strategies					
1. Learn about more comprehension strategies, co-plan with mentor	October 1	Attend the county professional development, observe model teacher	Lesson plans, notes from observation, completed lesson plan	Will attend professional development Sept 10 th . Will observe Sept 17 th in model classroom. Will meet with mentor Sept 21 to co-plan	
2. Teach comprehension strategies to students	November 1	Example lessons	Mentor observation, student outcomes	Current comprehension scores, indication of strategy used on later comprehension tests, compare understanding	

OBJECTIVE 2: Improve co-teaching relationships and planning

OBJECTIVE 3: Reduce amount of transition time when students enter resource room

OBJECTIVE 4:

OBJECTIVE 5:				

OBJECTIVE 6:
