Solving the Mathematics Teacher Shortage: Retention Strategies

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Unrest Around the Country

Oklahoma, Colorado, Arizona, Kentucky, West Virginia...
https://www.youtube.com/watch?v=dkHqPFbxmlOU

In a Different World
Most common number (mode) of years of service for teachers in the profession:

1987 - 15 years

2008?

1 year

Why STRIDES?
Data (ref: Ingersoll & Merrill)
More Current Data
Organized by the Association of Public and Land-grant Universities (APLU)

◦ “a research, policy, and advocacy organization representing 230 public research universities, land-grant institutions, state university systems, and related organizations.”

As a part of its Science and Mathematics Teacher Imperative (SMTI):

◦ In 2008, APLU launched SMTI in response to the National Academies’ recommendation in *Rising Above the Gathering Storm* (2006) to prepare 10,000 new science and mathematics teachers each year.
39 teams across 31 states comprised of 103 universities, university systems, and community colleges; 142 K-12 schools and school districts; and several state departments of education (As of April 2018)
Networked Improvement Communities (NICs)

- A design developed by the Carnegie Foundation for the Advancement of Teaching through seminal paper “Getting Ideas into Action, Building Networked Improvement Communities in Education” by Bryk, Gomez, and Grunow
- MTE-Partnership decided to adopt NIC approach during Fall 2012
Collaborations of partnership teams to address specific challenges facing secondary mathematics teacher preparation using the Networked Improvement Community model.
• Developing Effective Clinical Experiences Mentor professional development; alternative models
• Actively Learning Mathematics Improving instruction in introductory mathematics classes at the university level
• Mathematics of Doing, Understanding, Learning and Educating for Secondary Schools (MODULE(S2)) Increase pre-service teacher’s mathematical knowledge for teaching
• MATH: Marketing for Attracting Teacher Hopefuls Moving beyond advertising

• STRIDES: Secondary Teacher Retention and Induction in Diverse Educational Settings
Surveys to Inform Research

- Fall 2015 & Spring 2016 - Pilot Survey
- Revision Summer/Fall 2016
- Revised surveys released:
  - November 2016
  - April 2017
One hundred, forty-one emerging (student teaching) or early-career (first two years) teachers serving diverse student populations with regard to socioeconomic income, race and learning need (ESL/SPED) completed an online survey in November, 2016 and again in April of 2017
Quantitative Survey Results
Participant responses to school descriptions

- No response
- Other
- High SES
- Low SES
- Suburban
- Rural
- Urban
- Montessori
- Magnet
- 9th-12th
- 6th-8th
- Boarding
- Religious
- Private
- Charter
- Public
Average participant responses to “On average, how much time do you spend...”
To what degree did each set of professional learning activities you participated in recently increase your enthusiasm for teaching mathematics?
How much support do you receive from the following professional communities?
To what degree do you feel supported/valued by the following partners as a mathematics teacher?
In what areas do you receive support from these administrators/university partners?
To what extent do you agree with the following statement: I am generally satisfied with being a teacher at this school
If you could go back to your college days and start over again, would you become a teacher?

- Certainly would become a teacher
- Probably would become a teacher
- Unsure I would become a teacher
- Probably would not become a teacher
- Certainly would not become a teacher
How long do you plan to remain in teaching?
Qualitative Survey Results
Please describe the most meaningful professional learning activity you participated in recently and why it was influential on your ability to facilitate student learning.

Responses fell into 4 main categories (n=54):
- Collaboration with Colleagues, Mentor Teachers • 23 mentions
- Conferences & Trainings • 22 mentions
- University Professors/Courses • 5 mentions
- Classroom Observations • 4 mentions

Most Meaningful Professional Learning Activity
Please describe the most meaningful, mathematics teaching-related support that you received from an administrator and why it was meaningful for you.

Responses were personal and varied (n=50):

- No meaningful support
  - 8 mentions
- Observation & Useful Feedback
  - 8 mentions
- Affirmation
  - 4 mentions
- All other responses detailed a specific experience where advice was sought out from an administrator, curriculum director and then implemented into the classroom. Examples include behavior management, parent communication, teaching techniques, and curriculum.
Please describe the **most meaningful professional community** you participated in recently...

**Responses (n=50):**
- Mentor Teacher/Colleagues
  - 39 mentions
- Online PLC (Facebook, blogs, NCTM resources, webinars)
  - 5 mentions
- NOYCE
  - 3 mentions
- College Courses, Speakers/Conferences
  - 3 mentions
If I could change one thing about my job, it would be...

Responses fell into 5 main categories:

- Admin Support, Student Motivation/Behavior
  - 13 mentions
- Salary, Resources, Technology
  - 8 mentions
- Focus on Standardized Tests, Curriculum
  - 6 mentions
- Class Size
  - 6 mentions
- More Time
  - 6 mentions
Q5: If I could change one thing about my current teaching job, it would be...
Q7: Specific Online Activities include...
Q8: Recent professional learning activities that had a positive effect on facilitating student learning...
Q9: Recent professional learning activities that had a positive effect on enthusiasm for teaching mathematics...
Q10: Other Support Avenues included...
Q11: Participant’s most supportive professional communities...
- 93% of participants stated they somewhat or strongly agree that they are satisfied with being a teacher or a student teacher.
- 81% of participants stated that if they could go back and start college again, they would certainly or probably become a teacher.
- Although 20% were undecided, only 1% of participants planned to leave teaching as soon as possible. 79% were either going to teach as long as possible or until they could receive retirement/benefits, or leave when a more desirable job or specific life event (e.g. parenthood, marriage) occurred.
- Certain professional learning activities were very influential in increasing enthusiasm for the emerging or early-career teachers, including mentor/coach communications, professional development workshops, and collaboration with colleagues at both district and school levels.
- Among on/off site support personnel, school administrators were perceived as leading the way in supporting the emerging or early-career teachers moderately or substantially.
Two Intervention Groups

- Administrative Support of Teachers
- Professional Growth For Teachers
By July 1, 2022, ensure that at least **85%** of those completing MTE-P programs and employed in partner school districts begin a third year of employment as a mathematics educator. (currently: 70%)
“5-minute chats” for principals and early career teachers focused on mathematics content

Potential Interventions-Admin I
“5-minute video content summaries” for administrators to view prior to observation
(in process) Team led by Dr. Lisa Amick, University of Kentucky
7th Annual MTEP Annual Meeting

Discussion & Questions

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Number of Semesters Remaining to Complete your Teaching Certificate Program