
Support Systems of Early Career Secondary Mathematics Teachers

James Martinez

California State University
Channel Islands
james.martinez@csuci.edu

Megan Taylor

Trellis Education
megan@trelliseducation.org

Lisa Amick

University of Kentucky
lisa.amick@uky.edu

Abstract

This study reports findings from a preliminary survey of mathematics teachers who are in a teacher preparation program or serving in their first three years of teaching. The main objective of the survey was to gather information about how early career teachers are being supported that would inform initiatives aimed at improving teacher retention rates. The survey data focused on what types of activities teachers are participating in, their perceptions of these activities, and how the activities influenced their teaching practice. Additional questions focused on support from professional learning communities, administrators, universities, overall job satisfaction, and how long teachers plan to stay teaching.