
Practices that Support Beginning Mathematics Teachers

Laura Wilding, Texas A&M University, ljwilding@science.tamu.edu

Lisa Amick, University of Kentucky, lisa.amick@uky.edu

Jennifer G. Whitfield, Texas A&M University, jwhitfld@tamu.edu

The landscape of teaching as a lifelong career seems to be changing. In previous decades, teaching was viewed as a lifetime profession, but this viewpoint is transforming. Now, it is not uncommon for teachers to enter the profession with the mindset of staying for a few years until other, sometimes more profitable, opportunities arise. Other teachers enter the profession with a career mindset, but circumstances change their perceptions, and they leave the profession with no intent to return. Better understanding the factors that influence teachers to leave or stay in the profession is an objective of the STRIDES RAC. This RAC's primary work focuses on studying aspects that influence teacher retention and then translating this work to improve teacher retention among MTE-Partnership programs. As part of their early work, the STRIDES RAC developed a survey for pre-service, first-, second-, and third-year secondary mathematics teachers. The goal of the RAC is to use the data from the survey to better understand how, and by whom, early-career mathematics teachers are supported. The survey was distributed in December 2016, and again in December 2017, by various MTE-Partnership partners. One of the MTE-Partnership partners, Texas A&M University, had 25 unique respondents for the 2016 survey, 45 unique respondents for the 2017 survey, and six unique respondents who completed the survey both years. In this session, the analysis of and implications from the data produced by these respondents will be shared and discussed.