
Secondary Teacher Retention & Induction in Diverse Educational Settings (STRIDES)

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Problems Addressed and General Approach

- The U.S. faces a continuing shortage of well-prepared secondary mathematics teachers, among the worst of any subject (Malkus, Hoyer, & Sparks, 2015).
- The quality of teacher preparation, particularly related to pedagogical practice, significantly impacts new teacher attrition (Ingersoll, Merrill, & May, 2014).
- 50% of all teachers leave the profession within the first five years (Foster, 2010), and the rate of departure for mathematics teachers is highest in high poverty schools (e.g., Goldring, Taie, & Riddles, 2014).
- According to the Learning Policy Institute, 40% of newly hired mathematics or science teachers are underprepared, and underprepared teachers are far more likely to teach in schools serving students of color and low-income students (Carver-Thomas, 2018).

STRIDES members strive to create a sustainable and cohesive system of professional support (from pre-service through early years in the profession) to retain high-quality secondary mathematics teachers in the field.

Current Progress

The past year:

- Data analysis from the survey results:
 - Survey data was analyzed and two key findings were that teachers benefit most from on-site mentors/colleagues and that they want more meaningful relationships with their administrators.
- Intervention development and implementation:
 - Based on the survey findings, two sub-RACs were created within STRIDES. The first focused on developing and implementing teacher collaborative groups that focus on professional collaboration and knowledge, and the second targeted support for administrator/first-year teacher relationships.
 - Teacher collaborative groups: First- and second-year teachers and their mentors participate in monthly professional development sessions such as online meetings, Zoom panels with experts, and collaboratively reading and discussing timely, purposeful, and relevant content.
 - Support for administrators/first- and second-year teacher partnerships: First- and second-year teachers and their administrators participate in viewing and discussing 5-minute videos on best practice teaching strategies for teaching mathematics.

Both interventions are designed to not overburden the participants with large time commitments, to be feasible for national implementation with little funding, and to support the first-year teachers in a way that positively impacts job satisfaction and ideally teacher retention.

At the 2019 MTE-Partnership Conference:

- Mentoring sub-RAC
 - Finalized evaluations/surveys (beginning, middle, end) for participants in the 2019–20 pilot year
 - Created a list of potential participants/contacts/recruitment strategies for participation in the 2019–20 academic year
 - Detailed a list of monthly interventions, set monthly meeting dates/times, set Zoom date for fall semester
 - Brief discussion on funding
- Admin sub-RAC
 - Noyce discussion
 - Looked at data collected from the 2018–19 pilot year in Knoxville and used it to guide the discussion on changes for the 2019–20 academic year of interventions, also considered follow-up opportunities with this group
 - Made changes and a plan for the second pilot year such as removing principal surveys, revamping questions, variations on future intervention design, and delegated tasks among members
 - Video discussion and selection of topics/videos, decisions on monthly intervention sessions (dates, topics, etc.)
 - Discussion on dissemination of data
 - IRB discussion
- Full STRIDES group
 - Group gained four new members who made valuable contributions during the RAC work time
 - Set meeting dates for fall semester
 - Created and submitted our Plan-Do-Study-Act Cycle
 - Brief discussion on funding
 - Lengthy discussion on equity and social justice and how we can integrate the charge of the working group into our RAC
 - IRB discussion and plan for each sub-RAC

Opportunities for Engagement

- Join us for larger scale intervention implementation for the 2019–20 academic year.
- Help us analyze the data and revise the interventions based on lessons learned in the 2018–19 pilot year and ongoing feedback during the 2019–20 academic year.
- Work with us to secure funding to support our work.
- Create a team to join the MTE-Partnership.
- Contact the RAC leader, Lisa Amick, by email at Lisa.Amick@uky.edu or by cell at 217-417-8605, for more information.

References

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