
Impacting Teacher Retention by Supporting Secondary Mathematics Teachers in their First Year of Teaching

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This study reports on the design and initial implementation of two yearlong (AY 2018–2019) pilot interventions, created through a design-based approach, intended to support secondary mathematics teachers in their first year of teaching. The first intervention is designed to support these specific teachers develop meaningful professional relationships with a school-based mentor and to create an online community of practice for support with other professionals. The intervention consists of first-year teachers and their mentors participating in monthly professional development sessions such as online meetings, Zoom panels with experts, and collaboratively reading and discussing timely, purposeful, and relevant content. The second intervention is geared toward strengthening the relationship between these teachers and their administrators. This intervention asks teachers and their administrators to view a series of five-minute videos on best practice strategies for teaching mathematics and then spend five minutes afterward discussing the content of the video in the context of their school site. 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.