Improvement Target

By July 1, 2022, assure 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.

*Current >70% retention after first two years

Primary Drivers

- High Quality, Sustained Support for Secondary Mathematics Teachers
- Professional Communities, including Secondary Mathematics Teachers
- Connection/Fit/Coherence across the Secondary Mathematics Teacher Development Experience
- Administrative, School, and District Structures to support early career teachers
- Professional Pathways available to Secondary Mathematics Teachers

Secondary Drivers

- Developing effective mentors or mentoring systems for secondary mathematics teachers
  - Effect coaches for teacher of mathematics
  - Effective mentors
- Implementing a Professional Development Continuum that could include:
  - Induction programs
  - Graduate programs
  - Self-directed professional learning (e.g. ELL certification, add-on licensure, NCTM)
  - NBPTS certification
- Creating and maintaining online, real-life, or blended Professional Learning Communities
- Fostering connections and dialogue among:
  - Secondary mathematics teacher preparation programs
  - Secondary school administrators
  - District administrators
  - State policymakers
  - Teacher/Supervisor
  - Professional organizations and unions
- Creating accomplishments, rewards, and structures to promote and motivate teacher leadership and growth through increasing responsibilities