

CBMS

Teacher Recruitment and Retention  
Task Force Update

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*The State of Recruitment and Retention of Middle  
and Secondary Mathematics Teachers in the  
United States: Analysis and Tangible Actions*

A White Paper for the Conference Board of the  
Mathematical Sciences  
For Consideration, December 2024

# Charge: to gather national data around the crisis in recruiting and retaining teachers of mathematics

**Rationale:** We are at a critical juncture in maintaining a strong and well-trained mathematics teacher workforce. While we have much anecdotal evidence of the crisis, to move policy, funding, and resources to address it we need national data that provides compelling evidence of the problem.

**Deliverable:** White paper on needs assessment or state of teacher shortage at this time.

- Actions—How can our various organizations can support?
- Focus on mathematics teachers secondary (7-12) level.
- There is a crisis: We need to persuade people to potentially do things differently. To impact policy. What can we do differently that will make a change—make a difference?

# Task Force members

- Trena L. Wilkerson, Chair
- Lisa Ashe: Association of State Supervisors of Mathematics, North Carolina Department of Public Instruction
- Peter Ely: Fayetteville State University, NASA
- John Ewing: Math for America
- Solomon Friedberg: Boston College, U.S. National Commission on Mathematics Instruction (National Academy of Sciences) Past Chair
- Linda Fulmore: TODOS: Mathematics for ALL
- Shelly Jones: Benjamin Banneker Association, Central Connecticut State University
- Tyler Kloefkorn: American Mathematical Society
- Gary Martin: Auburn University, Get the Facts Out
- Ricardo Moena, University of Cincinnati
- Moises Rivera: Senior Financial Analyst, Math for America Teacher Fellow
- Rachelle Rogers: Association of Teacher Education, Baylor University
- Charlie Steinhorn: Ex Officio, CBMS
- Kyle Whipple: University of Wisconsin-Eau Claire

Thank You!

Gates Foundation Grant  
Ryen Borden

# Graduate Student Support Gates Foundation

- Ishrat Ahmed, Teachers College, Columbia University
- Ashley Armbuster, Colorado State University
- Lianne Jones, Baylor University/Appalachian State University
- Karen Underwood, Vanderbilt University

# General Timeline



# Key Questions

1. Who is teaching mathematics?
2. What is the state of the mathematics teacher shortage?
3. What is the state of mathematics teacher entry and certification?
4. What are retention rates of mathematics teachers in United States public schools?
5. What are the promising practices of mathematics teacher recruitment and retention?

# Recommendations

1. The mathematics teacher shortage exists, is widespread and needs to be addressed.
2. Uniform data reporting protocols and a common vocabulary need to be developed.
3. Partnerships hold promise and need to be encouraged.
4. Funding to support the mathematics teaching profession needs to be robust and sustained.



# Key Take-Aways & Additional Resources

- The recruitment and retention of mathematics teachers remains a crisis in United States schools.
- Hiring, recruitment, and retention practices differ across and within states and geographic regions.
- Data gathering to report teacher shortages and vacancies is inconsistent across states.
- Promising practices for recruitment and retention are grounded in developing partnerships across varying stakeholders and institutions that support K-12 education.
- Partnerships and funding are central to addressing the mathematics teacher shortage and providing potential solutions.

# Thank you!

Questions/Comments

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