

Sustaining Millennials in Careers: A Comparison of Entering and Veteran Teacher's Views

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Introduction

- The U.S. education system is a large and faces many challenges in today's climate.
- One major issue secondary schools are facing is that of staffing their classrooms with well trained content specialists
- Teacher preparation programs are seeing shrinking numbers of applicants
- Why is there a teacher shortage and who are the next generation of teachers?
- Millennials are quickly entering the workforce and will be the next large generation filling teaching positions in the classroom
- Millennial is defined as someone born between 1980 and 2000.
- Why are Millennials choosing not to teach or leave the profession in the first few years?

Abstract

Staffing secondary schools has become difficult in the past 10 years in conjunction with a changing and challenging economy for Millennials. Secondary school leaders are having problems finding, employing, and retaining content specialists each school year due to the lack of trained teachers to fill positions left by large numbers of retirees. The problem is there is a need for content specialists in secondary schools and only a limited number of new teachers, which is insufficient in replacing retirees, leaving educational leaders scrambling to fill positions each year. The purpose of this study is to identify factors that are deterring Millennials in their first few years of teaching from remaining in their positions as educators and how those differ from veteran teachers who have taught for 10 or more years. A review of the literature revealed that a changing economy, coming into adulthood during a recession, lack of financial incentive, and lack of support are major deterrents for many teachers. This is a qualitative study that uses responses to surveys to gather information to explain the challenges new teachers face and the causes of the current teacher shortage.

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Research

Theoretical Rational:

Motivation Theory-Haslow (1943)
Humans are driven by a set of five goals or "basic needs"

Historical Perspective:

Teaching shortages have existed for years in specific content and geographical areas.
With the changes in the profession and hiring needs caused by the 2008 recession, teaching has become a less desirable career option. (Yaffe 2016)

Millennials:

Millennials are considered to be the generation of people born roughly between 1980 and 2000. Millennial teachers have different needs, such as increased collaboration and strengths, such as openness to diversity and increased diversity among themselves. (Rodriguez & Hallman 2013)

Retention:

Approximately 50% of new teachers leave the profession in the first five years of teaching.
Turnover is expensive for school districts and detrimental to student achievement. (Synar & Maiden 2012)

Motivation:

Motivations for entering the teaching profession vary but they include a combination of intrinsic, extrinsic, altruistic, and pragmatic reasons. Intrinsic and altruistic are the most common among teachers who stay. (Thomson 2011)

Teacher Shortage:

Teacher shortages vary by state but they are widespread across the United States. Math, Science, Special Education and Urban and Rural areas are especially hard hit. (Yaffe 2016)



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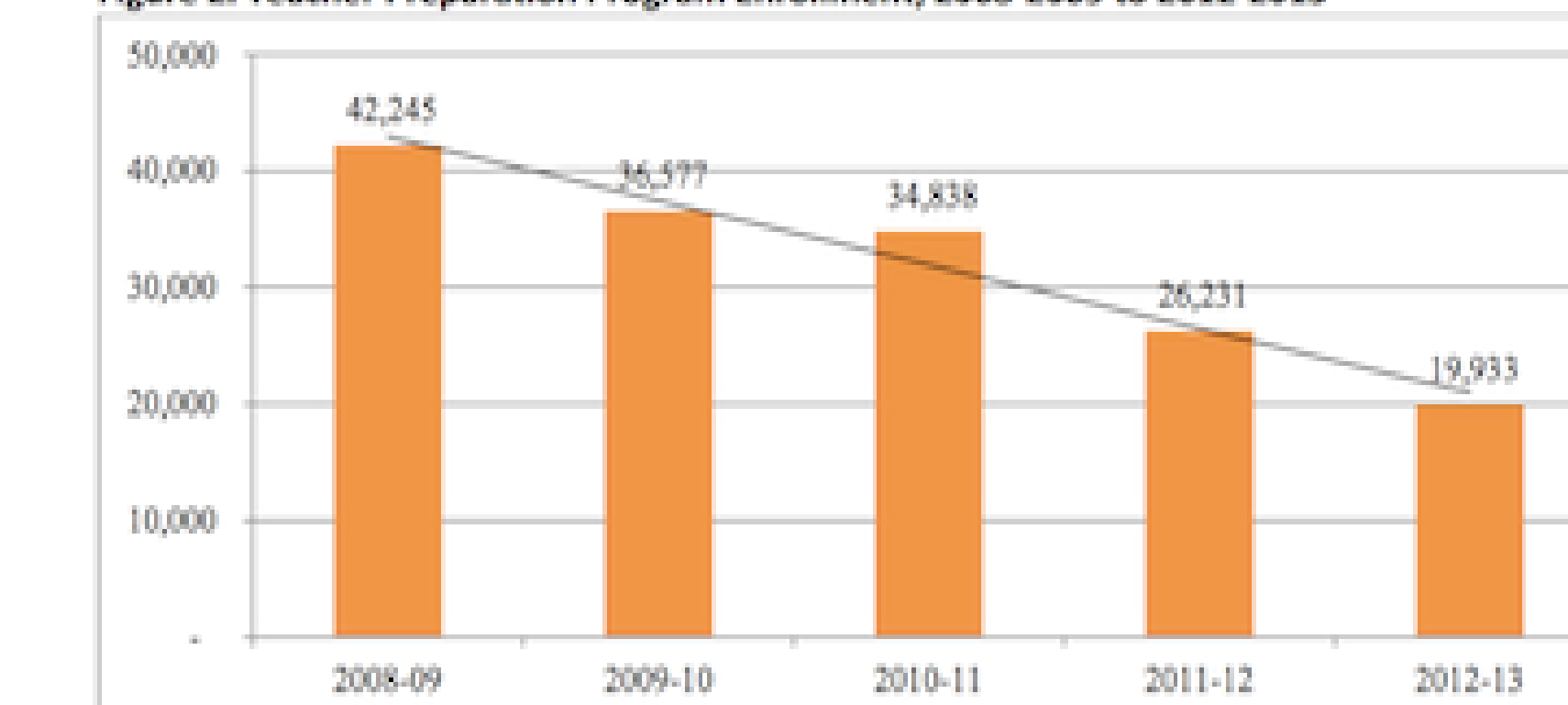


Study

- This study will consist of a brief survey distributed to secondary school educators in a local suburban high school.
- Teachers will be asked to answer questions pertaining to their motivation and desire to become teachers as well as the challenges they face.
- Questions will also include economic concerns that teachers face such as the ability to purchase a home and meet the requirements to live in Marin County on a teacher's salary given the current economic climate.

The goal of this study is to provide information for school districts in order to best advertise for qualified Millennial candidates and support new teachers they employ in order to reduce teacher turnover.

Figure 2. Teacher Preparation Program Enrollment, 2008-2009 to 2012-2013



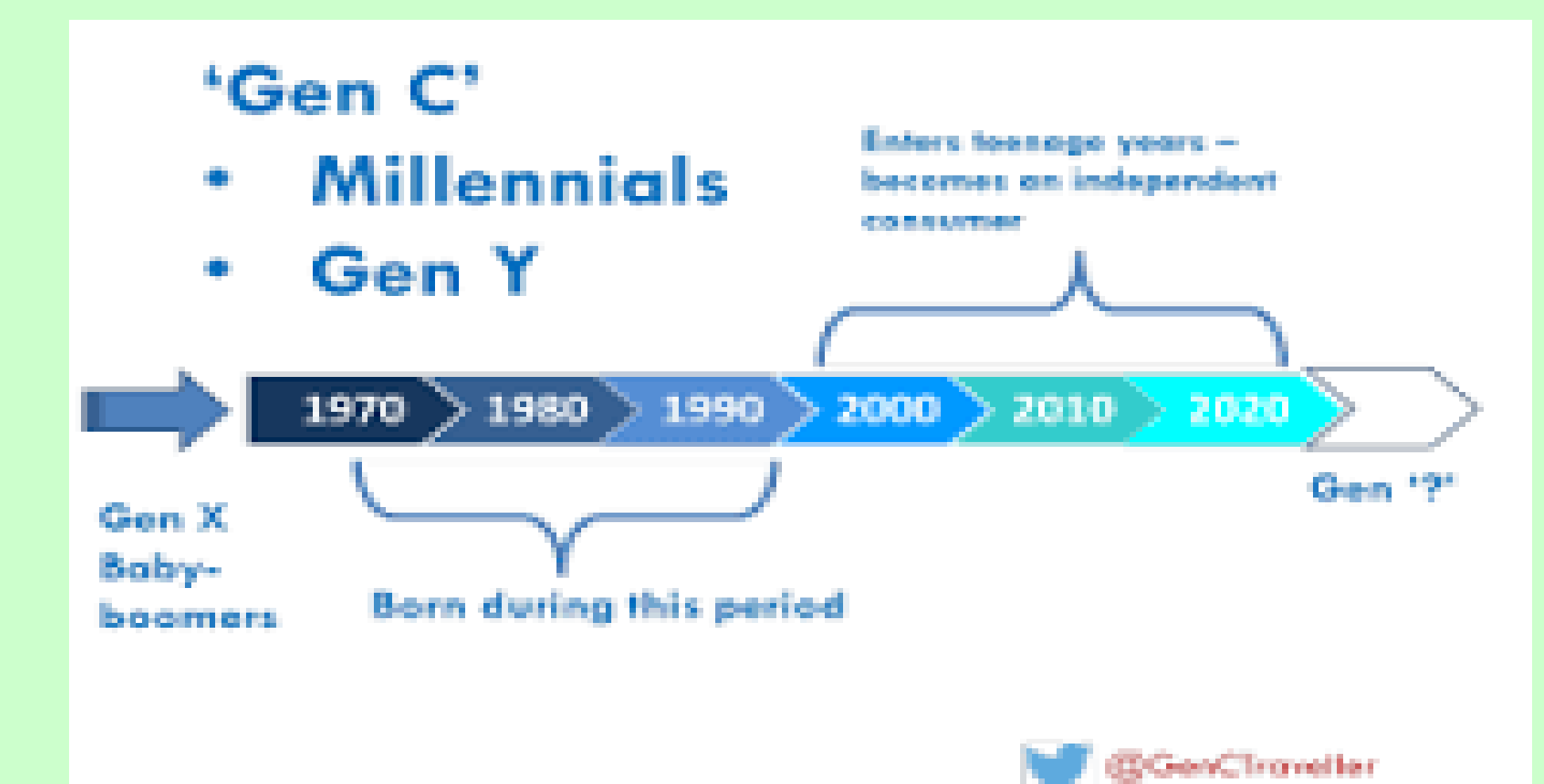
*Data include both Traditional and Alternative Route totals.
Note: In a few preliminary teaching programs the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for 2012-13.

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