

Perceptions of Teacher Retention Problems and Practices in Minnesota



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Numerous studies have identified a research to practice gap regarding teacher retention (Hagaman & Casey, 2018; Carver, 2003; CCSESA, 2016). In Minnesota, teacher retention is a concern as 51% of professional licensed teachers were not working as a public or charter school teacher during the 2019-2020 school year. (PELSB, 2021). The objective of this study was to identify and address common themes that exist across multiple groups of educational professionals (pre-service teachers, in-service teachers, and administrators) regarding retention rates of beginning teachers in Minnesota in order to expand understanding of why half of the state's fully licensed teachers have left the classroom and/or the field. Insights gained from this study will inform preparation program content, alleviate the research to practice gap, and provide recommendations to help improve teacher retention rates.

Biography:

Dr. Amy Christensen is an Assistant Professor in the Educational Administration and Leadership program at St. Cloud State University. Driven by a passion for education, she contributes to shaping the future of educational leadership through research centering on administrative leadership, mentorship, and teacher retention.

As a dedicated faculty member of St. Cloud State University's Special Education department, Dr. Barron-Albers specializes in researching teacher retention and mentorship. Committed to enhancing educational landscapes, her work strives to cultivate supportive environments for educators, administrators, and students, fostering long-lasting impacts for all stakeholders.