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**Michelle M. LaVicka\*** ([michellelavicka@yahoo.com](mailto:michellelavicka@yahoo.com)), 8203 Evergreen Drive, Little Rock, AR 72227. *Persisting mathematics and science high school teachers: A Q-methodology study.*

There is a lack of qualified math and science teachers at all educational levels. Lasting teaching initiative programs are needed to address retention so qualified teachers remain in the classroom beyond the typical 5-year attrition period. This Q-methodological study evaluated the subjective perceptions of persistent math and science teachers to determine why they stay and sought to understand what personal and educational factors these teachers used to explain their classroom longevity. Q-methodology combines qualitative and quantitative techniques and provided a systematic, mathematical means to investigate personal beliefs. Results indicated that to encourage longevity within math and science classrooms (a) teachers should remain cognizant of their ability to influence student attitudes toward teaching; (b) administrators should provide support for teachers and emphasize the role and importance of professional development; and (c) policy makers should focus their efforts and resources on developing recruitment and mentorship plans while providing and improving financial compensation. Significantly, the findings indicate that offering mentorship and role models at every level of math and science education will likely encourage qualified teachers to remain in the classroom. (Received August 07, 2008)