MTI CENTRS:

Collaboration Ensuring new Teacher Retention and Success

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WHAT IS CENTRS?

MTI-CENTRS believes that teachers matter, therefore teacher retention matters. At MTI, we recognize our pivotal role as a support for our members as employees, as well as professionals. The project offers ongoing support for members and attempts to increase teacher retention by addressing teacher satisfaction, efficacy, and success. MTI CENTRS is funded through an NEA Great Public Schools Grant.

“Teachers are the number one in-school influence on student achievement. Research finds that high rates of turnover harm student achievement. In high-turnover schools, the inexperienced and underqualified teachers often hired to fill empty spots also have a negative impact on student learning. Financially, the report estimates that each teacher who leaves, on average, can cost as much as $20,000 in an urban district.” LPI Teacher Turn Over: Why It Matters and What We Can Do About It, 2017.
HOW?

MTI CENTRS offers a series of professional development opportunities to strengthen teachers’ abilities to deliver instruction through a racially equitable lens. The MTI CENTRS Solidarity for Social and Racial Justice Series.

In 2020-21, MTI is launching the MTI CENTRS’ Black Lives Matter Year of Purpose and Action. Each month we will support both learning and curricular planning opportunities centering the 13 principles of the Black Lives Matter Movement.
TESTIMONIES
“Thank you so very much! Being part of this series has impacted my instruction in amazing way. I have deeper relationships with students and families. My classroom is more inclusive and I have the same high standards for all kids. Students are sharing more. Learning is increasing and school is more fun for me and my students. It is a ton of work. And I am validated with every positive parent message, student hug, thank you note, and when they cheer as they achieve a new academic hurdle. I am making a difference with myself and a lot of people who have felt less acknowledged in other environments.”
Build Partnerships: Who is already doing this work?
To date we have had over 1000 attendees, over 600 individual staff have participated in the MTI CENTRS learning opportunities.

Our positivity feedback rate ranges from 3.6 to 4.0 on a 1-4 scale.

We have never received a NO response answer to considering to future participation.
“I feel like I have a better idea of what being an abolitionist teacher means. It is truly loving my Black students, their culture, and who they are. It is fostering Black joy in my classroom community where the bravery and resistance of Black people throughout history and today is celebrated. It is creating a homeplace for my students of color. It is speaking up against racist curriculum and systems within our schools and identifying and stopping spirit murdering practices.”
WHAT’S NEXT?

MONTHLY
curricular development cohort

MONTHLY
Saturday professional development

MONTHLY
Participation in the National BLM at School Days of Purpose

QUARTERLY
supported site based book studies

ONGOING
sponsoring of community based opportunities.
It has made..” me consider how I can decolonize my curriculum to share power with rather than power on my students and make sure that I address these needs every day and multiple times a day. It brings such meaning to all collaborative takes to know that we are also working on autonomy (choice/ownership), order (kids know what to expect) and relatedness (authentic connection opportunities). It's a revolutionary idea for me to consider making lesson plans with this in mind not just CC in mind.”
HOW DO I GET INVOLVED AND STAY INFORMED?

Collaboration to Ensure New Teacher Retention and Success

MTI-CENTRS
HOW CAN WE SUPPORT YOU?

CENTRS support Saturdays and resources

book groups

support sessions
MONTHLY Planner MTI Black Lives Matter at School Year of Purpose and Action

MONTH OF: DECEMBER/JANUARY

**Featured Resources of the month:**

13 BLM Principles: Queer Affirming, Diversity & Unapologetically Black
Preparing the Community for Discussions
- MMUSD Tool: READINESS INDICATORS
- Teaching Tolerance: Let’s Talk
- Welcoming Schools: Posters

**SUGGESTED FOCUS Social Justice Standards:**

**IDENTITY**
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.

**DIVERSITY**
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**JUSTICE**
11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
15. Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

**ACTION**
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

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<th>ENGLISH</th>
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| 2. Los alumnos desarrollarán lenguaje y conocimientos históricos y culturales que reconozcan y describan con precisión su pertenencia a diferentes grupos de identidad.
3. Los estudiantes reconocerán que las múltiples identidades de las personas interaccionan y crean individuos únicos y complejos. |
| DIVERSIDAD | DIVERSIDAD |
| 7. Los estudiantes desarrollarán lenguaje y conocimientos para describir con precisión y respeto cómo las personas (incluyendo a ellos mismos) son similares y diferentes. | DIVERSIDAD |
| 8. Los estudiantes expresarán curiosidad sobre la historia y experiencias vividas de otros y intercambiarán ideas y creencias de manera abierta. |
| JUSTICIA | JUSTICIA |
| 11. Los estudiantes reconocerán estereotipos y tratarán a las personas como individuos, no como representantes de grupos. | JUSTICIA |
| 15. Los estudiantes identificarán figuras, grupos, eventos y estrategias y filosofías relevantes para la historia de justicia social. |
| ACCIÓN | ACCIÓN |
| 17. Los estudiantes reconocerán su responsabilidad para actuar contra la exclusión, prejuicio e injusticia. | ACCIÓN |
| 18. Los estudiantes actuarán con valor y respeto cuando se les afecte a ellos mismos o a alguien más a causa de prejuicios. |
LISTENING AND LEARNING TOGETHER
**CENTRS WORK OVER TIME**

**Y1**
2017-18
MTI/MTI join a national union led research project on teacher retention

**Y2**
2018-19
MTI/MMSD Team studies local retention data and runs empathy interviews

**Y3**
MTI CENTRS launches the Solidarity for Social and Racial Justice series.

**Y4**
2020-21
MTI scales the racial justice series: Launches Black Lives Matter Year of Action and Purpose

**Y5**
2021-2022
What will be the legacy for this work?
WE VALUE YOU!