CENTRS [COLLABORATION TO ENSURE NEW TEACHER RETENTION AND SUCCESS] LEARNING TO IMPROVE

What is CENTRS?

- CENTRS is a national, joint labor/management collaborative aimed at ensuring retention and success of early-career teachers. The network uses improvement science to frame the work of a learning community comprised of the National Education Association (NEA) and three school district/local education association partnerships including Green Bay and Madison, Wisconsin and Missoula, Montana.

- CENTRS learns through collaboration and inquiry. By leveraging the combined knowledge and expertise of both the union and district, the partnership works to create systems and environments that increase teacher efficacy and retention.

What are the goals of CENTRS?

- By focusing on induction systems, it is predicted that more new teachers will experience success and stay in the profession beyond their first three years. Network teams are focusing on:

  - **Being intentional in recruitment and hiring systems** - Green Bay is exploring new ways to attract diverse candidates and using focused hiring and placement practices to retain them.

  - **Developing teacher-centered induction programs** - Missoula is exploring what constitutes high-quality mentoring and creating induction systems. Madison is developing a series of professional development opportunities to strengthen teachers’ abilities to deliver instruction through a racially equitable lens.

  - **Creating positive workplace environments and cultures** - All three sites are improving the labor and management relationship by identifying and collaboratively working towards shared goals, such as:
    - assuring new teacher voice is heard by using distributive leadership
    - collecting and analyzing workplace surveys; addressing issues to improve workplace climate and enhance satisfaction
    - acknowledging and providing supports identified by beginning teachers to develop teacher efficacy

Why is CENTRS focused on new teacher retention?

- Both labor and management want effective systems that benefit students and district staff. By leveraging their combined knowledge and expertise, such partnerships can improve recruitment, hiring, induction, and reduce teacher turnover.

- Increasing classroom success and retaining more new teachers positively impacts schools:

  - **Financial impacts** - Districts with high teacher turnover spend hundreds of thousands of dollars each year to recruit and hire new teachers. On average, urban districts spend more than $20,000 on recruiting, hiring, and training per new teacher — money that could be put to other, more constructive uses.

  - **Learning impacts** - Comprehensive induction programs produce teachers who deliver quality instruction and remain in the profession — both outcomes which, in turn, have a long-term impact on teaching and learning.
“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.

What is MTI 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 Team consists of both district and union leaders. Kerry Motoviloff serves as MTI CENTRS Project Lead. MTI CENTRS is funded through an NEA Great Public Schools Grant. Last year, MTI CENTRS supported over 600 participants.

What are the goals of MTI CENTRS?

- By focusing on induction systems, it is predicted that more new teachers will experience success and stay in the profession beyond their first three years.
  - Developing teacher-centered induction programs – MTI CENTRS offers a series of professional development opportunities to strengthen teachers’ abilities to deliver instruction through a racially equitable lens.

Why MTI and CENTRS?

- The MTI CENTRS project aligns with and supports MTI’s mission and belief statements:

  MTI is a member led organization which advocates for its members and students in order to advance quality public education for all students.
  o Public schools have a moral responsibility to provide a quality education, broad and equitable in nature, to all students with no exceptions, exclusions or disparities.
  o Educators are professionals and our work requires constant continuing education and training.
  o As an organization of professionals, we have the capability and responsibility to provide resources, training and support to members.
  o We also strongly believe that every member’s voice matters, and our organization is committed to a structure that allows these voices to be heard.

What is happening this year with MTI CENTRS?

- For the fall of 19-20, we are launching a Solidarity for Social Justice Series including book study groups, monthly Solidarity for Racial Justice Saturdays, as well as sponsoring educators to attend social justice community-based sessions and national training.
- MTI-CENTRS is partnering with staff at our four community schools to elevate teacher voice in designing supports to meet the unique site-based needs. Restorative Practices is emerging as a key focus and need.

How do members get involved in MTI-CENTRS?

- Members can find information on the MTI website, MTI Facebook page, Solidarity Newsletter, contact their building representatives or e-mail kmotoviloff@madisonteachers.org. Not a member? MTI CENTRS is another reason to JOIN. Just visit the MTI website. Some events allow non-member participation for a fee.