The Martinez Fellowship Program (MFP) is TAF's early career educator support. We want teachers of color to not only come into and stay in education, but to thrive. The rewards are endless but the challenges are also real.

The Martinez Fellowship provides early career coaching, ongoing professional development, and networking opportunities grounded in racial identity development for Fellows as they navigate the transition from teacher preparation program to their own classroom.

**Program Overview**

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**Benefits of Becoming a Fellow**

The MFP team provides programmatic support through five bi-monthly seminars and social/community building events per year, a three day annual Summit, leadership support and development, and classroom/site visits.

- **Support through a community collective**
- **Access to resources specifically designed for teachers of color**
- **Opportunities to engage with seasoned educators and leaders of color**
- **Supplemental support to partner teacher preparation programs in navigating systems**

**Sample Seminar Topics**

- Challenging & responding to micro aggressions
- Awareness of oppressive systems
- Racial Capitalism
- Racial identity development in teachers and students
- Implementing culturally responsive theories into practice
- Navigating predominantly White spaces

The Martinez Fellowship has really given me a space to come back to, to remind me why I’m doing this. It’s more than for the kids, it’s more than for your own career. As an educator of color, you are making space for the next teacher to come in, for the next kid in the classroom that is interested in becoming a teacher.

- Julia Rodriguez, 4th Grade Teacher & MFP Fellow

**MFP Mission**

The Martinez Fellowship is changing the culture of education by prioritizing the professional growth and sustainability of teachers of color and maximizing opportunities to increase the overall number of teachers of color in Washington State.
Successful admission to a partner university's teaching program
Self-identify racially as non-white
Demonstrate a commitment to social justice
Willingness to sign a contract agreeing to (1) teach for 3 years in a Washington state public school (preferably a diverse, high-needs school) and (2) participate in Martinez Fellowship program for 2 years
Experience with school age youth, education, youth development, social services or related field
Demonstration of financial need (preferred)

Have questions? Want to learn more?
Contact Saara Kamal, Martinez Fellowship Program Manager at saarak@techaccess.org

Current Martinez Fellowship University Partners

- **ANTIOCH UNIVERSITY**
- **CENTRAL WASHINGTON UNIVERSITY**
- **EVERGREEN STATE COLLEGE**
- **HERITAGE UNIVERSITY**
- **PACIFIC LUTHERAN UNIVERSITY**
- **SEATTLE UNIVERSITY**
- **SEATTLE PACIFIC UNIVERSITY**
- **UNIVERSITY OF WASHINGTON, SEATTLE**
- **UNIVERSITY OF WASHINGTON, BOTHELL**
- **WESTERN WASHINGTON UNIVERSITY**
**Liberation Pedagogy**

The foundation of the Martinez Fellowship Program is based in liberation pedagogy, an educational framework that supports educators to notice oppression both within and around us, and replace related actions and behaviors with self-empowered expressions of teaching and leading. Building on this framework, we provide educators of color with tools and behaviors that help sustain inclusive and equitable spaces that push all stakeholders to provide for all students at all times.

Liberation Pedagogy is the cornerstone we need to operate from a truly antiracist and liberated mind. To lead liberated is unique to each person and an ongoing question we encourage participants to ask themselves as we grow and learn together in community. We relentlessly support them to reflect and respond meaningfully to this question.

**Key Characteristics of a Liberated Fellow:**

- Thriving in predominantly White spaces
- Readily recognizing when to step in and respond to injustice and when to self-preserve
- Have a storehouse of tools, resources, and activities for improvement and celebration of personal growth
- Cultivate community to challenge injustice
- Commit to continual racial identity development
- Continually grow understanding of various forms of oppression

**The Four Components of Liberation Pedagogy**

1. **RECOGNIZE** - Recognize the presence of oppression.
2. **UNDO** - Undo oppressive actions and behaviors.
3. **REPLACE** - Replace with self-empowered expressions.
4. **ENGAGE** - Engage in conversations and actions that promote change.

**Liberation Pedagogy in Seminars**

<table>
<thead>
<tr>
<th>New &amp; Returning Fellows (years 1-3)</th>
<th>ESSENTIAL QUESTIONS</th>
<th>OUTCOMES</th>
<th>TOOLS &amp; DELIVERABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is liberation pedagogy?</td>
<td>Fellows will understand broadly what liberation pedagogy is</td>
<td>List of self-reflection questions for each component of liberation pedagogy</td>
<td></td>
</tr>
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<td>What does it mean (in my own words) to lead liberated?</td>
<td>Fellows can name the components and briefly explain each component with fidelity</td>
<td>Teaching resources</td>
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<td>Why is liberation pedagogy an essential tool for me as an educator?</td>
<td>Fellows feel confident to engage in conversation with others about their personal liberation process</td>
<td>Skills &amp; Competencies list/rubric</td>
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**Old & Returning Fellows (3+ years)**

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**Tools & Deliverables**

- Skills & Competencies list/rubric
- Action plan for engaging other teachers and students

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