

# NEW ICSD EDUCATORS The First Four Years

## PROGRAM GOALS AND OVERVIEW

- Welcome our new educators and help them to invest in the vision, mission, and culture of ICSD
- Create a shared understanding of anti-racist, inclusive, culturally responsive, and student-centered practice among all new educators
- Equip educators with a deep understanding of what research shows impacts learning the most and how to put it into practice
- Nurture educator efficacy, reflection, and commitment to a purposeful and professional view of teaching
- Establish a baseline understanding of curricular expectations for grade-level/subject within the first few months of assignment
- Differentiate for elementary and secondary teachers based on curricular needs
- Educators will be compensated for workshop time at their PD rate per their contracts

### YEAR 1

### YEARS 2 THROUGH 4

#### NEW EDUCATOR ORIENTATION

A three-day welcoming experience for new ICSD educators held in August.

#### YEARLONG COMMUNITY OF PRACTICE

Every 4-6 weeks, administrators guide small groups in dialogue, Q&A, and logistics of their role through anti-racist, Culturally and Linguistically Responsive Teaching (CLRT), and social-emotional learning (SEL) lenses.

#### CLRT MICRO-CREDENTIAL STRAND 1

**Personal Identity Development/History of Racism** - All new teachers complete the first strand of Culturally and Linguistically Responsive Teaching Micro-Credential in the fall, winter, or spring of their first year.

#### CLRT MICRO-CREDENTIAL STRAND 2

**Relationships with Family** - Strategies for engaging thoughtfully with caregivers.

#### CLRT MICRO-CREDENTIAL STRAND 3

**Curriculum and Pedagogy** - Anti-Marginalization Curriculum Writing coupled with Dr. Sharroky Hollie's CLRT Coaching Cycle.

#### SOCIAL-EMOTIONAL LEARNING & DE-ESCALATION STRATEGIES

Proactive mental health support to foster a safe and supporting environment.

# CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING MICRO-CREDENTIALS

## THE FIRST FOUR YEARS EXPANDED

Teachers that use Culturally and Linguistically Responsive (CLR) pedagogy have been shown to be more effective with traditionally underserved student populations. The **purpose of a micro-credential in CLRT is to allow teachers to go through a process that will help them to look closely at, reflect upon, and build on their teaching in order to meet the changing demands of our continually increasing diverse student population.**

The CLRT micro-credential process can take up to four years to complete, one year for each strand, culminating in a fourth year for CLRT Certification. The micro-credential itself will serve as the public acknowledgement so that educators receive credit and compensation for their evidence-based participation and successful application of CLRT. After completion of all strands, \$600 will be added to every educator's base salary for the lifetime of their employment with the ICSD.

01

All new educators are required to begin the culturally and linguistically responsive micro-credential study in their first year of employment with completion by the end of their fourth year.

02

Cohorts of educators work throughout the year on Strand 1. Strands go in order so that skills develop sequentially. Participants present and collaborate on their work for credentialing at the end of the year.

03

Teachers earn micro-credential after satisfactory completion of each strand. Teachers who complete all strands will be eligible for certification in their fourth year.

04

Educators will demonstrate growth in each area and be able to provide evidence of increased student engagement and achievement.