

Educator

Compensation Framework 10-13

A minimum of 3 years of experience at Renton Prep is required before being considered for promotion to Educator.

Educators collaborate with other Educators and take the challenges set out by Lead Educators and Senior Educators to help facilitate horizontal collaboration and consistency with curriculum (ensuring no gaps across grades), demonstrate ongoing learning and professional development, providing peer feedback and aligning classroom goals with the school's vision and brand promise. Educators have solid grasp on content they teach, can replicate Project Based Learning structures created by others, implement a range of techniques, demonstrates organizational skills with follow-through implemented into action consistently. Educators can provide rationale for choices, process and show alignment to curriculum and standards. Educators can take a model or an idea provided and apply it to a new context, domain or collaboration to provide fresh ways to approach learning. They communicate articulately (with students, parents, peers, and leadership) to transfer ideas and influence their students. They publish their work to make learning transparent, share ideas with the community, and role model continuous learning for their students by challenging themselves to learn and apply new ideas, concepts, and arrangements. Educators model accepting critique and applying it in a process of designing learning. Portfolio is completed and demonstrates proficiency to mastery of teaching in a collaborative, project-based, experiential learning environment. Strong classroom management is observable.

In addition to meeting requirements Renton Prep Associate Educator, the Educator additionally, and consistently, demonstrates the following:

- 1) Has met all minimum requirements and successfully and consistently exceeded "Associate Educator" Criteria
- 2) Consistently demonstrates designing around student as the center of learning through training students to be self-directed, co-designing learning pathways, and understand learning design, purpose, and standards
- 3) Classroom management is mastered (or with minimal assistance) so that students are on task, focused, engaged, and there is dynamic classroom discussion, as well as clearly following protocol for mediating behaviors that disrupt educational procedure and can be harmful to students
- 4) Modes of instruction are balanced between direct instruction and project-based learning
- 5) Identifies and supports students' social, emotional, and behavior learning needs
- 6) Works well in situations with ambiguity and flexibility in order to create authentic work, design, differentiate, and collaborate with others

- 7) Is comfortable asking effective and purposeful questions in order to obtain relevant information for substantive decision making and successful outcomes (of leadership, peers, students, parents, and community members)
- 8) Creates relevant and authentic learning experiences
- 9) Demonstrates effective and purposeful integration of Core Knowledge content with Experiential Learning; a minimum of five field trips each year (in person or virtual depending on health regulations)
- 10) Implements Project-Based Learning techniques independently and in collaboration with other teachers with strategies to encourage students to see connections across subject areas
- 11) Facilitates and designs effective collaborative learning
- 12) Provides timely feedback and collaborates with faculty to offer specialized support
- 13) Public Teacher Portfolio demonstrates mastery of teaching aligned with 21st CLD Framework
- 14) Differentiates instruction based on feedback, needs, and learning levels
- 15) Designs formal and informal, traditional and non-traditional assessments or demonstrations of knowledge that measure student progress
- 16) Realizes and acts on the knowledge that Assessment and Environment impact the student
- 17) Has shown evidence of active story-telling for publishing student and personal work to develop align with the mission and vision of the school, and submitted content for school website blog posts.

Portfolio Completion Criteria must meet the following for this level:

- Completed LinkedIn Profile with four completed articles from the current school year that are free of grammatical errors:
 - Write an article on a Project Based Learning Experience that you designed. Include the process from Ideation to implementation in a way that another educator could replicate what you taught and guided in your classroom. Include links to student work in progress (screen shots) and final product (link), media, and a minimum of 3 photos, as well as how the work was assessed.
 - Write an article on a STEAM experience that you designed. Include the process from Ideation to implementation in a way that another educator could replicate what you taught and guided in your classroom. Include links to student work in progress (screen shots) and final product (link), media, and a minimum of 3 photos, as well as how the work was assessed.

- Write an article with the title of your choice for area of passion that included a field trip. Include a minimum of three photos and references to work that supported your design and learning.
- An article on something that failed and the learning that came from it. Include a minimum of three photos and references to work that supported your design and learning in the process.
- An article on classroom management strategies with Technology, PBL, and/or STEAM – should include references to other social and emotional learning sources you used to create continuous improvement in your classroom.
- Examples of tool use (7 total)
- Artifacts within the portfolio of articles published in LinkedIn demonstrate development toward Level 4 and Level 5 crossing at least 2-3 of the 6 dimensions in each as defined in the [21 CLD Rubric](#)
- Responds to critique and feedback identifying and making changes to cross more dimensions