

Lead Educator

Compensation Framework 21-27

A minimum of 7 years of experience at Renton Prep is required before being considered for promotion to Lead Educator, as well as a minimum of Master's Degree in an applicable field in progress.

LEad Educators have the expertise of being able to replicate learning design created by others, implementing a range of techniques, high levels of organized thought with follow through implemented into action, can provide rationale for choices, process and show alignment to curriculum and standards. Lead Educators can improvise, work on the demand by effectively drawing on resources and skills built and collected through experience, communicate articulately to transfer ideas and influence peers to consistently deliver on brand promise, and ensure others do as well. They provide consistent evidence of effective training both inside and outside of the school and have seen others grow under their guidance. Lead Educators are actively telling the story of student, school, and faculty success, interacting with our web team to generate blog content and newsletter lead to facilitate communication between school and families.

In addition to meeting requirements for Amazing Grace or Renton Prep Senior Educator, the Lead Educator additionally, and consistently, demonstrates the following:

- 1) LE have met all minimum requirements and successfully exceeded "Educator" and "Sr. Educator" Criteria (See "Educator" and "Sr. Educator" criteria for details –same as job description)
- 2) LE have mastered classroom management and guided student self-regulation (challenging and providing support where necessary)
- 3) LE Takes action to ensure effective application of Assessment and Environment across the team, knowing it impacts the student and design and analyze data to show multimodal learning
- 4) LE Identify that teaching is only one aspect of the student's development/learning and finds specific talents in students to challenge growth in specific areas
- 5) LE provide academic coaching, understand theories of motivation, and how that relates to assessment and environment
- 6) LE leads co-teaching, coach/mentor other teachers, provide feedback, critique and hold faculty and students accountable to align with mission, vision, and brand promise
- 7) LE interact with developers and Transformation Framework guides from Microsoft and other industries to provide useful feedback that in turn helps with assessment and student development. The teacher involves students in the feedback for developers and guides reciprocal learning across developers, and students

- 8) LE creates or co-creates professional development for staff/faculty at the school and others outside of the school through online publications, conferences, or other training engagements
- 9) LE may either be a mentor teacher for a student teacher, be guest speaker for university coursework/classes, lead webinars, or lead effective professional development for on-boarding and maintaining consistent growth in current faculty, as well as conference proposal writing independently, submission, acceptance and guiding others in the process
- 10) LE highlight and amplify the work of others (including students, other faculty at the school) and encourage/uplift ideas
- 11) LE know the differences in types of failure (using as an excuse not to try vs using failure to ask effective questions to drive change and improvement) and work effectively with failure in students, faculty and self, to demonstrate positive change
- 12) LE constantly researches the big ideas of education and applies them to each or intersections of domains in practice, consistently implementing theory into practice based on latest findings
- 13) LE researches own practice in either informal or formal design-based research and *bases new iterations on data findings*
- 14) LE has a Master's Degree in progress or higher (in Education related field or applicable field), shown evidence of implementing Masters culminating project in the classroom, plans for next iterations of implementation in coaching/additional classes and a minimum of *seven* years of experience at Amazing Grace and/or Renton Prep
- 15) LE has taught at least *3 grade levels* and 4 subject content areas for full-year
- 16) LE has shown evidence of active story-telling for publishing student and personal work to develop personal brand and highlight the work of others *ensuring the entire story is told.*
- 17) LE has submitted proposals with peer or criteria review and been accepted to present *at least two conference or public speaking engagements*
- 18) LE has represented Renton Prep in *more than one* conference or public-facing educational learning institution
- 19) LE *consistently seeks out* and brings back into the Renton Prep setting community leaders, guest speakers, university connections, or outside professional learning networks
- 20) LE has *substantive decision-making authority* in creating policy for Renton Prep's handbook, hiring, interview protocol, admissions, uniform, structure, assessment practices (etc.).
- 21) LE is *central* in interviewing and hiring process

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.
 - An article on leadership, protocols, governance, teacher-leader, or broad topic relating to school leadership or global impact as a Showcase School
- 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
- Evidence of being accepted as MIE Expert and applied to speak at professional conference.
- Evidence of leading professional development in some form