

Associate Educator

Associate Educators are learning to collaborate with other Associate Educators, Senior Educators, and Lead Educators to help facilitate consistency with curriculum (ensuring no gaps across grades), demonstrate ongoing learning and professional development, aligning classroom goals with the school's vision and brand promise. Associate Educators may be still learning content they teach and can start the process of Project Based Learning with assistance or in the setting of co-teaching with a mentor teacher. An Associate Educator demonstrates organizational skills with follow-through implemented into action. The Associate Educator is learning more ways to interact with students and guide learning beyond direct instruction and textbook models or direct replication of another person's created learning design or lesson plan. Associate Educators are working on defining rationale for a variety of approaches and matching them to the most effective instances, as well as working on process and show alignment to curriculum and standards. Associate Educators can observe a model or an idea provided and replicate the process. They communicate articulately (with students, parents, peers, and leadership) and help students gain new understanding. They publish their work to make learning transparent, share ideas with the community and ask others for assistance as they are learning, continuously modeling for their students that they are willing to challenge themselves to learn and apply new ideas, concepts, and ways of guiding and directing learning. Associate Educators model accepting critique and applying it in a process of designing learning. Portfolio is completed and demonstrates the basic requirements for demonstrating each category in practice.

The Renton Prep Associate Educator:

- 1) Holds Washington State Teacher Certification and has completed all requested introductory Microsoft Coursework
- 2) Has cleared fingerprinting and background checks
- 3) Is on time for work daily and stays for the duration of the contracted period between 7:45 AM and 4:15 PM on Monday through Friday, or as identified by the contract to be available for collaboration or meetings.
- 4) Fulfills the job description
- 5) Knows what he/or she has not yet accomplished and accurately identifies personal current skill level
- 6) Is able to walk, climb stairs, bend to assist students, lead students on off-campus field trips, and circulates around the classroom to address classroom management, behavior, and ask and answer student questions
- 7) Able to engage with students during remote learning transitions and for hybrid scenarios
- 8) Able to collaborate with staff during remote work
- 9) Consistently attends school events in person or remote and supports the team
- 10) Demonstrates integrity and honesty

- 11) Ensures a secure, technology enabled, Christ-centered learning environment
- 12) Has a sense of humor and can identify observable behaviors that show evidence of laughter in the classroom
- 13) Accepts and applies critique in an observable way that shows change
- 14) Models taking responsibility for actions and failures and can verbalize them through debrief
- 15) Demonstrates persistence and grit
- 16) Integrates and teaches Christian faith, but also brings in multiple perspectives to help students learn that others think and believe differently to model respectful local and global interaction and dialog, learning of other cultures, ideas, and perspectives
- 17) Encourages a culture of mutual respect and equitable practice
- 18) Communicates effectively with students and families about classroom activities and student progress
- 19) Provides opportunities for student engagement through using their voice to contribute solutions to challenges of our global community beyond the classroom walls
- 20) Demonstrates content knowledge, including, following the Core Knowledge Curriculum Sequence and aligned with CCSS and Next Generation Science Standards,
- 21) Demonstrates the ability to teach content from Florida Virtual Schools and Red Comet
- 22) Demonstrates the ability to integrate multiple subject domains through projects and collaboration
- 23) Demonstrates effective guidance of Microsoft tools from assigned and recommend courses, required Microsoft Educator Center, ISTE Standards for Students and ISTE Standards for Educators
- 24) Demonstrates attention to detail
- 25) Inspires passion for using technology mentoring with other classes, learning, critical thinking, and sharing the hope of becoming responsible and productive citizens
- 26) Demonstrating legacy learning through integrating mentoring across grades either by collaborating with teachers/grades of different age groups or working with mentoring in multi-level learning situations
- 27) Exhibits knowledge of student cognitive development and various ways of approaching learning
- 28) Sets high academic achievement expectations with consistency
- 29) Models the willingness to try new things and learn along with and from students
- 30) Fosters student growth through semi-annual Student-Led Conferences and Presentations of Learning either in person or remote via Microsoft Teams

- 31) Showcases student work within the community through digital portfolios and on social media
- 32) Scaffolds instructional activities that facilitate engaging and appropriate learning opportunities
- 33) Implements backward design to align all lessons, activities, and assessments
- 34) Classroom management may be a learning process with assistance so that students are on task and listening to allow for future focused, engaged, and there is dynamic classroom discussion
- 35) The Associate Educator is learning and practicing different modes of instruction with guidance and assistance and may be mentoring with another classroom.
- 36) Associate Educator is learning to consistently identify and supports students' social, emotional, and behavior learning needs and work with Academic/Inclusion Coach/Lead Educator
- 37) Associate Educator is developing flexibility in situations with ambiguity and flexibility in order to create authentic work, design, differentiate, and collaborate with others
- 38) Is working on asking questions (of leadership, peers, students, parents, and community members)
- 39) Supports relevant and authentic learning experiences
- 40) Demonstrates purposeful integration of Core Knowledge content with Experiential Learning; a minimum of seven field trips each year connected to content (virtual or in-person)
- 41) Implements Project-Based Learning and Design Thinking techniques with assistance and in collaboration with other teachers with strategies to encourage students to see connections across subject areas
- 42) Facilitates effective collaborative learning
- 43) Provides timely feedback and collaborates with faculty to request assistance or feedback
- 44) Public Teacher Portfolio demonstrates teaching aligned with 21st CLD Framework
- 45) Has worked toward becoming a Microsoft Innovative Educator or has been accepted as MIE Expert
- 46) Associate Educator is working on differentiating instruction based on feedback, needs, and learning levels
- 47) Learning to design formal and informal, traditional and non-traditional assessments or demonstrations of knowledge that measure student progress

Portfolio Completion Criteria is not a series of items to check off a list, but rather a demonstration of skills inside the classroom and telling the story of learning you guided for a broader audience:

Includes all items completed (check with Leadership Team prior to submission – details may be updated):

- 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.
- Examples of tool use (7 total)
- Artifacts within the portfolio of articles published in LinkedIn demonstrate development toward Level 4 and crossing at least 2 of the 6 dimensions in each as defined in the [21 CLD Rubric](#)
- Responds to critique and feedback knowing what can be redesigned for next iteration
- Evidence of completing MIE, and Summer 101 courses (may have applied for Expert)