Education Support Professionals Organization Standard

The Education Support Professional (ESP) prioritizes, plans, and executes tasks efficiently and effectively.

Key Method

A five-step inquiry learning cycle will help you demonstrate organization that connects to your students and their communities. It is through self-assessment, analysis, and reflection that you can learn about yourself as a professional: one who works in an organized manner, positively influences others, and plans for evidence-based growth in the Organization Standard of the *ESP Professional Growth Continuum*.

Method Components

Many professions have guiding principles that provide a blueprint for organized professional knowledge and practice, workload management, and decision-making. Whether or not you realize it, you make daily decisions that affect the well-being of students and staff, as well as the culture and mission of public education. Others entrust you with completing work in a timely and fiscally responsible manner to ensure optimal teaching and learning conditions.

Together, the Whole Student Model and the inquiry learning cycle described below provide you with a self-guided, professional growth road map to the Organization Standard.

Components of Using the *ESP Professional Growth Continuum's* Organization Standard

- Consider how organization supports the whole student
- Determine your own level of organization by studying the standard closely to understand specific knowledge, skills, and dispositions and how they change from one level to the next
- Identify areas for growth in organization that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Organization Standard

(See Resources section)

The Whole Student Model

The five tenets of the Whole Student Model parallel Maslow's hierarchy of needs by describing the relationship between the well-being of students and their readiness to learn. Students cannot

learn unless they are first healthy and safe, and they are more likely to learn if educators engage, support, and challenge them. The tenets should guide and inform your organization practices.

The Inquiry Learning Cycle (Your Learning Journey)

Graphic of an Inquiry-Based Learning Cycle:
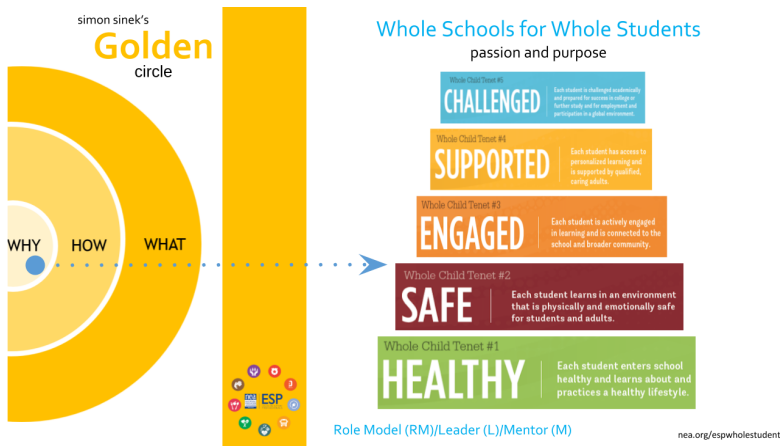

Know the Organization Standard

- The indicators and descriptors of the standard detail what you should know and be able to do regarding organization in your career family role.

- Study the standard (see the *Professional Growth Planning Tool* or PGC Self-Assessment in Resources). Own the knowledge, skills, and dispositions that characterize your use of organization, that of those around you, and for others within your career family.

Know Yourself

- Knowing where you currently fall on the professional growth continuum and being able to describe your practice around organization is a critical first step to intentional growth in the standard.

- Knowing the students you serve and their needs will ground your work in the importance of the Organization Standard.

- You also need to understand why you do what you do and what the needs are behind the decisions you make.

Set a Growth Goal

- Setting goals that are rooted in the details of the Organization Standard will guide you to maximize your potential to help the whole student.

- Comparing what you know about organization with what you know about yourself and the needs of your students around this standard will help you develop a professional vision that serves your passion and your students.

See the link for more detail:

https://docs.google.com/presentation/d/1oUQX2OIOp0eElqt1pfUKA3Qxp2zSolWlKzgOS1dei48/edit?usp=sharing

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The Why (your passion or purpose) ⇔ **The What** (the standard's continuum)

+

The How (inquiry cycle - building your knowledge)

⇕

Whole Student

+

You

Role Model (RM)/Leader (L)/Mentor (M)

Follow Your Organization Growth Plan

- Designing and implementing an organization growth plan will help you gain the knowledge, skills, and dispositions you need to develop and strengthen your professional practice. When designing your plan, make sure to include the following to ensure your plan moves you forward:
    - Steps you will take
    - Resources you will tap (what does your association offer?)
    - Timelines you will meet
    - Milestones or check-ins on your progress

Reflect

Reflecting on what you have learned about yourself, the Whole Student Model, and the Organization Standard will cement your learning. In turn, what you notice through reflection will help you make plans for continued growth. Reflection is both the final step in the inquiry learning cycle and micro-credential submission as well as a habit of continuous improvement.

Supporting Research

Armstrong, Patricia. (2018). Bloom's Taxonomy. Nashville, TN: Vanderbilt University.

https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development (research brief). Palo Alto, CA: Learning Policy Institute.

https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief

Hodges, T., Clifton, D. (2004). Strengths-Based Development in Practice. Omaha, NE. The Gallup Organization.

https://www.weber.edu/WSUImages/leadership/docs/sq/development-in-practice.pdf

Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health.(2014). Alexandria, VA: ASCD.

http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf

Resources

Education Support Professionals: Professional Growth Continuum (PGC)

https://www.nea.org/professional-excellence/professional-learning/esps/continuum

PGC - Professional Growth Planning Tool

https://docs.google.com/document/d/1nYaaOCHtiQiy8_ehCjX6iyblY3zeX7torlm00gKJevw/edit?usp=sharing

Professional Growth Continuum (PGC) Self-Assessment
https://www.nea.org/sites/default/files/2020-06/ESP-PGC-Assessment-Guide.pdf

Simon Sinek - Start With Why - TED Talk

https://www.youtube.com/watch?v=IPYeCltXpxw

Know Your Why | Michael Jr. -YouTube

https://www.youtube.com/watch?v=1ytFB8TrkTo

Blog Post - *Improving Schools: Why Do You Do What You Do?*

http://inservice.ascd.org/improving-schools-why-do-you-do-what-you-do/

ESP: Meeting the Needs of the Whole Student

https://www.nea.org/sites/default/files/2020-07/Education%20Support%20Professionals-Meeting%20the%20Needs%20of%20the%20Whole%20Student.pdf

ESP Quality's PowerPoint on Maslow's Hierarchy of Needs and the Whole Child

https://docs.google.com/presentation/d/1M7X0kflJHOzvq_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing

Self-Reflection and Professional Growth Planning
https://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions

250-350 words

Please answer the following contextual questions to help our reviewer understand your current situation. Do not include any information that will make you or others identifiable.

1. List your ESP career family, specific position, and number of years working in education.
2. Describe your school/work site's level (healthy, safe, engaged, supported, or challenged) of meeting the needs of the whole student. Explain your choice with the type of specific detail found in the diagram.

- **Passing:** Responses completely answer each question and include specific examples that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers*. You will need to use the Inquiry Learning Cycle and the PGC - Professional Growth Planning Tool **or** PGC Self-Assessment (both in the Resources section) to complete the evidence listed below.

Artifact 1: Professional Vision Statement

(250-350 words)

Using specific details from both the Whole Student Model and the Organization Standard (see Resources) create a professional vision statement that makes a case for pursuing growth in this standard. Make sure your statement includes all of the following:

- Why you do the work of an ESP
- Why you want to grow in *this* standard and what specifically is in the standard that ignites passion for your work (see indicators – knowledge, skills, and dispositions)
- How the inquiry learning cycle will support meeting your goals

Artifact 2: Professional Growth Plan

Create and execute a professional growth plan template (you may use one of the two templates in Resources or create your own) that helps you learn about yourself and the standard. Include each of the following steps:

- Analyze and dissect the Organization Standard
- Identify your level of practice in the standard as you start your growth plan
- Establish growth goals
    - Identify growth goals (aligned to the indicators)
    - Identify any professional role aspirations: Role Model (RM), Mentor (M), or Leader (L)
- Describe how your growth action steps contribute to the learning environment

Artifact 3: Documentation of Organization

Provide documentation (review the descriptors for your career family to identify possible examples) from your daily work that demonstrate organized professional knowledge and practice, workload management, and/or decision-making in support of a safe, productive, and positive learning environment for students, staff, and/or community.

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	Clearly defines a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) Explains how the inquiry cycle will guide professional growth	Generally defines a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) Is unclear about how the inquiry cycle will guide professional growth	Does not define a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed No specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) are included Does not address how the inquiry cycle will guide professional growth

null	Proficient	Basic	Developing
Artifact 2: Professional Growth Plan	Designed and fully executed a professional growth plan with 2-3 goals clearly rooted in the indicators and descriptors of the Organization Standard Clearly indicates role aspirations: Role Model (RM), Mentor (M), or Leader (L) Both starting and ending levels of practice are identified and justified with specific details from daily work Action steps are specific and there is evidence of their execution Reflection clearly addresses each goal	Designed and partially executed a professional growth plan with 1-2 goals vaguely rooted in the indicators and descriptors of the Organization Standard Implies role aspirations: Role Model (RM), Mentor (M), or Leader (L) Starting and/or ending levels of practice are generally identified but there is a lack of specific detail from daily work Action steps are too broad and there is little evidence of their execution Reflection is lacking detail and/or does not address each goal	Did not design or execute a professional growth plan with goals rooted in the indicators or descriptors of the Organization Standard Does not indicate role aspirations: Role Model (RM), Mentor (M), or Leader (L) Starting and/or ending levels of practice are not identified and/or there are no specific details from daily work Action steps are not evident and there is little or no evidence of their execution Reflection is absent and/or lacks goal detail

null	Proficient	Basic	Developing
Artifact 3: Documentation from Daily Work	Documentation clearly captures daily work demonstrating organization knowledge and skills as defined by the standard	Documentation captures daily work demonstrating some organization knowledge and skills as defined by the standard	Documentation does not capture daily work demonstrating organization knowledge and skill as defined by the standard
	Clear evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment	Incomplete evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment	No evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment
	Clear evidence of prioritized decision-making that supports efficient systems serving students, staff, and/or community	Some evidence of prioritized decision-making that supports efficient systems serving students, staff, and/or community	No evidence of prioritized decision-making that supports efficient systems serving students, staff, and/or community

Reflection

250-350 words

Answer the following reflective questions. Do not include any information that will make you or others identifiable to your reviewer.

● Reflect on your growth in the Organization Standard by describing what you have learned about your practice through the inquiry cycle. Be sure to identify your level of competence (Foundational, Proficient, or Advanced/Mastery) before following a professional growth plan, as well as your level after following your plan. Use your Professional Vision and Professional Growth Plan to guide your response.
● How does your growth in the standard impacts students?
● Identify your next steps for continued growth and leadership in the standard.

  ▪ **Passing:** Passing: Responses clearly and completely answer all aspects of each question and include personal examples and supporting evidence that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand. ESP supports claims with specific examples of next steps taken from personal or work-related experiences.