



Education Support Professionals (ESPs): Professional Growth Continuum (PGC) Reporting: Compliance in Reporting *Proficient Level*

Competency

The ESP demonstrates compliance in reporting to fulfill the responsibilities of a mandated reporter effectively at their worksite.

Key Method

The ESP demonstrates how compliance in reporting shapes their experiences and effectiveness at work.

Method Components

This micro-credential is based on the Universal Standard of Reporting from the [NEA's ESP Professional Growth Continuum \(PGC\)](#), which defines reporting as the ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed.

Reporting for education support professionals can be broken into two skill areas:

Compliance Reporting Proficient Level

1. Compliance in Reporting
 2. Comprehensive Reporting
- This micro-credential focuses on *compliance in reporting*.

Words to Know

Compliance: the fact of obeying a particular law or rule, or of acting according to an agreement

Continuum: a set of things on a scale, which have a particular characteristic to different degrees

Expectation: anticipating something that is supposed to happen, like a teacher whose expectation is that everyone comes to class prepared

Effective: successful or achieving the result you want or the result you hoped for

Incident: an event that is either unpleasant or unusual

Law: a rule made by a government or a system of rules that states how people may and may not behave in society and in business, and that often orders particular punishments if they do not obey

Mandate: an official order or requirement to do something

Policy: a set of ideas or a plan of what to do in particular situations that has been officially agreed upon by a group of people, a business organization, a government, or a political party

Procedure: a set of actions that is the official or accepted way of doing something

Proficient: skilled and experienced; good at doing something because of practice

Regulation: an official rule or law

Reinforce: if something or someone reinforces an idea or opinion, it provides more proof or support for it

Repercussion: the effect that an action, event, or decision has on something, especially a bad effect

Report: a spoken or written description of an event or situation

Requirement: something needed or necessary; something that you must do

Retain: to keep or continue to have something

Rule: an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do

Welfare: physical and mental health and happiness; help given, especially by the state or an organization, to people who need it, especially because they do not have enough money

NEA's ESP Professional Growth Continuum

Let's look at examples of proficient-level compliance in reporting in the NEA's ESP Professional Growth Continuum. There are many ways for ESPs to demonstrate compliance in reporting at a proficient level. Demonstrating skills and knowledge in this standard may look different depending on your unique role, worksite, community, and experience. The following language, adapted from the PGC, provides examples (indicators are bold, descriptors are sub-bullets):

- **Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., at the district, Board, state, federal levels).**
 - (For All Career Families)**
 - know and follow mandated reporting
 - know and follow school expectations for positive behavior, and continuum of responses for unexpected behavior
 - (For Health and Student Services)**
 - know and follow rules and regulations as they relate to student health and safety
- **Maintain the necessary documentation for required agency and individual reports.**
 - (For All Career Families)**
 - ensure student recognition for positive behavior
 - track and monitor deliveries, equipment, inventory
 - track student behavior and incident reports
 - (For Clerical Services)**
 - track and report attendance, suspensions/expulsions,

- graduation statuses
- track and maintain documents related to regulations
- track and maintain documents related to grant requirements

(For Custodial and Maintenance)

- track and report chemical or laboratory spills, incidents, or accidents
- monitor and report damage and necessary repairs
- track and report inconsistencies or errors in deliveries or inventory
- maintain safety and data sheets

(For Food Services)

- report equipment failure
- track variances in temperature, and actions taken to correct
- maintain production sheets
- track and report health code violations
- track and monitor deliveries, equipment, inventory, and regulations

(For Health and Student Services)

- Maintain the necessary documentation for required agency and individual reports under the direction of a certified school nurse (CSN).
- keep logs of health office visits and accident reports
- maintain incident reports of aggressive or self-injurious behavior
- track and monitor deliveries, equipment, and inventory of supplies

(For Paraeducators)

- track and monitor student skill attainment
- track and monitor unexpected academic or social behavior
- track and monitor the effect of specially designed support or instruction

(For Security Services)

- file incident reports of security breaches, crimes, vandalism, and aggressive or dangerous behavior
- track and monitor deliveries, equipment, and inventory of security-related equipment

(For Skilled Trades)

- file incident reports of vandalism and aggressive or dangerous behavior
- track and monitor deliveries, equipment, and inventory of construction and repair-related equipment

(For Technical Services)

- file incident reports of vandalism and inappropriate or dangerous digital behavior
- track and monitor deliveries, equipment, and inventory of technology-related equipment

(For Transportation Services)

- report defects or problems with vehicle to dispatcher or supervisor
- submit information to the proper authority in a timely manner
- retain and renew commercial driver's license

● **Represent the school/district in a professional manner when reporting all incidents.**

(For all Career Families)

- abide by protocols and confidentiality agreements

(For Health and Student Services)

- assist in notifying proper authorities of concerning health trends or emergencies

(For Security Services)

- when legally required, appear in court or other proceedings about criminal activity related to school duties

● **Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students and staff.**

(For all Career Families)

- observe student demeanor and attitude changes over time based on your knowledge of the student
- apply an understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias

● **Follow work orders through to completion**

(For Custodial and Maintenance, Skilled Trades)

- record and report progress throughout the work order process

- **Coordinate the transfer of information between the site program and outside agencies/districts.**
(For Technical Services)
 - maintain confidentiality of electronic student information
 - maintain protocols for the safe transfer of data within and outside of worksite/district

Submission Guidelines & Evaluation Criteria

To earn this micro-credential you must receive a proficient score in Part 1, Part 2, and Part 3.

If any Part of the micro-credential is incomplete or left blank, the submission will be scored “Incomplete,” and you will receive an email with a note of encouragement to complete all Parts of the micro-credential and resubmit your work to NEA.

Please read the “How to earn a proficient score” section at the end of each Part below to make sure your micro-credential submission is complete and meets the requirements.

For each Part, you may choose to submit your response:

- in WRITING (created in Microsoft Word, Google Docs, or other word processing software; acceptable file formats are .doc, .docx, .pdf, .rtf); OR
- through an AUDIO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp3, .wav, .aiff); OR
- through a VIDEO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp4, .mov, .wmv, .avi)

Video or audio recordings for each Part should be one single file. You may complete all of the responses in one clip, or you may edit multiple clips together as one file to submit per part.

IMPORTANT:

ESPs are strongly encouraged to take time to explore the links in the *Supporting Rationale and Research* and *Resources* section at the end of this document.

Do this before working on Part 1 of your micro-credential submission.

Part 1: Skill Area Learning – Compliance in Reporting at Your Worksite

Directions:

1. Locate a copy of your job description or think about the tasks/job responsibilities you do on a daily basis in your job.
2. Select two specific examples of tasks you do on a regular basis that are dependent on your compliance in reporting skills and list them below.

Task #1: _____

Task #2: _____

3. Based on what you selected above for Task #1, check the box or boxes of all the PGC indicators of compliance in reporting skills that you think are related to the task. (There are no wrong answers).

- Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., at the district, Board, state, federal levels)
- Maintain the necessary documentation for required agency and individual reports
- Represent the school/district in a professional manner when reporting all incidents
- Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students and staff

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- Follow work orders through to completion
- Coordinate the transfer of information between the site program and outside agencies/districts

4. Based on what you selected above for Task #2, check the box or boxes of all the PGC indicators of compliance in reporting skills that you think are related to the task. (There are no wrong answers).

- Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., at the district, Board, state, federal levels)
- Maintain the necessary documentation for required agency and individual reports
- Represent the school/district in a professional manner when reporting all incidents
- Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students and staff
- Follow work orders through to completion
- Coordinate the transfer of information between the site program and outside agencies/districts

5. Explain how compliance in reporting is essential to how you complete Task #1 and #2 using the skill(s) you identified above. As you explain, be sure to include the following:

a. Tell us:

- your career family title;
- your worksite type (elementary, middle, high school, district, or institution of higher education); and
- the PGC indicator that best connects to each task.

a. How is compliance in reporting essential to how you complete these tasks?

b. What could happen if you were unable to be compliant in your reporting? What impact(s) could it have on students, schools, etc.?

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- c. How does compliance in reporting skills help you help people you interact with during the workday (e.g., students, co-workers, colleagues, administrators, supervisors, family and community members, etc.)?
- d. Describe a time when compliance in reporting was a challenge for you and what you did to address this challenge.

You may choose to submit a **written response** for Part 1. If you do this:

- Create a new Word document.
- Copy and paste your responses to items #2 – 5. This should include answers to all of the above questions and prompts. Save the document.
- Upload the document file to the NEA Certification Bank submission page section for Part 1.

OR

You may choose to submit an **audio or video response** for Part 1. If you do this:

- Use a mobile device (e.g., smartphone or tablet) to make an audio or video recording of yourself answering all of the questions, and prompts for items #2 – 5 above. Feel free to refer to any notes you have made during your exploration of the topic. Save your recording.
- Upload the file of the recording to the NEA Certification Bank submission page section for Part 1.
- The audio or video recording should be no more than 7 minutes in length. If a submitted recording for Part 1 is longer than 7 minutes, only the first 7 minutes will be reviewed.

Submission Checklist:

- Upload your written, audio, or video recording to Part 1.
- Completely answer each question/prompt; and
- If you submit an audio or video recording: make sure the total length of your responses for Part 1 is no longer than 7 minutes.
- If you submit a written response: make sure the total length of your response for Part 1 is 350 words minimum and no longer than 1000 words.

- *If you have a job description, please upload a copy of it along with the rest of your files in Part 1 of the NEA Certification Bank submission page for this micro-credential. This will help NEA learn more about how employers view ESP roles, and will not affect your score. Submitting your employer-created job description is not required to earn a proficient score on this micro-credential.

How to earn a passing and proficient score in Part 1:

Part 1 Passing: Responses to directions #2 – 4 identify the work tasks that are dependent upon the PGC indicators for the skill area in this micro-credential. At least three terms from the “Words to Know” section must be integrated accurately into your responses.

Part 1 Rubric: Responses to direction #5 including sub-bullets

Score:	Developing	Proficient
Direction #5: Explain how compliance in reporting is essential to how you complete work tasks #1 and #2 using the PGC skills identified.	Provide answers to some or all questions but little to no detail illustrating the points shared.	Provide answers to all questions describing with examples from work experiences how compliance in reporting is essential to the completion of work tasks. Examples describe positive and negative impacts as well as challenges.

Part 2: Interview

Directions: Follow the steps below, make an audio or video recording or written transcription of the interview and save it to upload as part of your submission.

Identify one person from your ESP career family with whom you feel comfortable having a conversation about compliance in reporting. Do not

have the interviewee share any personal information that could be used to identify them (e.g., name, school, district, etc.) as they should remain anonymous.

Before the interview, provide the interviewee with a copy of the questions and the PGC indicators and descriptors listed above. The recording should be 5-10 minutes in length. If a submitted recording for Part 2 is longer than 10 minutes, only the first 10 minutes will be reviewed. Written transcriptions should be no longer than 1000 words.

Interview the person using only questions #1-3 below and include their responses. After conducting the interview, answer all of the questions yourself:

1. What is one aspect of compliance in reporting that you feel confident in?
 - a. What specifically did you do or what happened to help you gain that confidence?
2. What is one aspect of compliance in reporting where you think you have the most growing or learning to do?
 - a. Why do you think you have the most growing or learning to do in this aspect?
3. Do you think that we, at our worksite, are encouraging adults to develop and use their compliance in reporting skills?
 - a. If yes, provide a specific example of what we are doing well to make this happen, and how you know it is working.
 - b. If no, what specifically do you think we could do differently?
4. What have you learned from talking with a co-worker, colleague about compliance in reporting?

Submission Checklist:

- Upload your audio or video recording or written transcription of your interview to Part 2 of the NEA Certification Bank submission page.
- Include complete, relevant responses to all questions from the interviewee AND from the submitter/you.
 - Answer 1, 1a, 2, 2a, 3; then
 - Answer either 3a or 3b.
- For questions 1 and 2, provide specific and relevant examples.
- For question 3a or 3b, provide relevant specifics on how school/worksite/community staff and/or leaders are encouraging the development and usage of compliance in reporting, or provide

achievable ideas for what could be done differently to do better in this area.

- Make sure the recording length is no longer than 10 minutes and the length of a written transcription is no longer than 1000 words.

How to earn a proficient score in Part 2:

Part 2 Rubric:

Score:	Developing	Proficient
Interviews	Interview of co-worker and self do not provide answers to all questions, or provide answers to all questions but only with general examples on how confidence has been gained in compliance in reporting, areas of growth or learning related to the skill area; and whether adults are encouraged to develop and use their knowledge in this skill area on the job.	Interview of co-worker and self provide answers to all questions, demonstrating understanding of compliance in reporting and describe with work examples how confidence has been gained in compliance in reporting; identify areas of growth or learning related to the skill area; whether adults are encouraged to develop and use their knowledge in this skill area on the job and how this could be improved if needed; and apply understanding of co-worker's experiences to inform the submitter's

		knowledge about the skill area.
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Part 3: Reflection

Directions: Read all of the text in the three numbered prompts/questions below, then respond to all three prompts/questions through a written response, **OR** through an audio or video recording of yourself.

- If you submit a written response: make sure your Part 3 response is 350 words minimum and no longer than 750 words.
- If you submit a recording (audio or video): make sure your recording for Part 3 is no longer than 5 minutes.

Prompts/Questions:

1. Describe one missed opportunity at your worksite, when you or others could have done a better job being compliant in reporting. (*Your response describing a missed opportunity will not negatively impact your score and will not be shared.)
2. What action step or small change can you make in the next seven months to strengthen your compliance in reporting skills? How could you put those stronger skills to use at your worksite, school, community, or institution of higher education?

Some examples:

- Talk about your exploration of compliance in reporting with another member of your worksite community. Share what you've learned or realized, and ask them about their thoughts on the topic.
- Change how you approach one task or part of your day where you have realized you could be more effective through compliance in reporting.

3. Describe who will benefit from your steps to develop and deepen your own compliance in reporting skills. Tell us how and why they will benefit.

Submission Checklist:

- Upload your written, audio, or video response to the NEA Certification Bank submission page for Part 3.
- Include relevant, complete, and specific responses to all three prompts/questions.
- Make sure your responses reflect a proficient understanding of what proficient compliance in reporting means for ESPs.
- Make sure the length of your written response is 350 words minimum and no longer than 750 words; or the length of your recording is no longer than 5 minutes.

How to earn a passing score in Part 3:

Part 3 Passing: Your reflection identifies an action step or change that you can make to strengthen your compliance in reporting skills, how you will put those stronger skills to use at your worksite, school, community, or institution of higher education, and who will benefit and how they will benefit.

Supporting Rationale and Research

*ESP*s are strongly encouraged to explore the links in the **Supporting Rationale and Research and Resources** section below before beginning to work on Part 1 of the micro-credential.

National Education Association: [NEA ESP Professional Growth Continuum](#)

Resources

The PGC: What it is and how to use it

- [English video](#)
- [Spanish video](#)
- [Spanish resources](#)

Compliance Reporting Proficient Level

Association for Supervision and Curriculum Development (ASCD): [Whole Child Approach to Education](#)