



*Great Public Schools for Every Student*

## Education Support Professionals: Ethics Standard

The Education Support Professional (ESP) maintains a high level of ethical behavior, confidentiality, and privacy regarding any information relating to students, staff, and all career-related matters.

### Key Method

A five-step inquiry learning cycle will help you demonstrate ethical behavior 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 behaves ethically, positively influences others, and plans for evidence-based growth in the Ethics Standard of the *ESP Professional Growth Continuum*.

### Method Components

Many professions have guiding principles that provide a blueprint for professional conduct, responsibility, and ethical 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 ensuring students' confidentiality and honoring privacy as part of creating 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 Ethics Standard.

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

- Identify key indicators and descriptors of ethical practice around conduct, responsibility, and decision-making
- Consider how ethical practice supports the whole student
- Determine your own level of ethical practice by studying the standard closely to uncover specific knowledge, skills, and dispositions and how they change from one level to the next
- Identify areas for growth in ethics that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Ethics Standard

### The Whole Student Model

Graphic of an Inquiry-Based Learning Cycle:



### Know the Ethics Standard

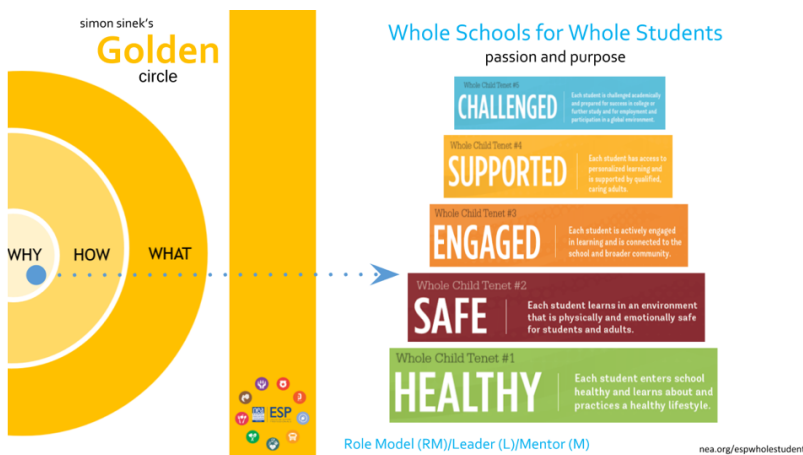
- The indicators and descriptors of the standard detail what you should know and be able to do regarding ethics in your career family role.
- Study the standard (see the *Professional Growth Planning Tool* or PGC Self-Assessment in Resources). Own the knowledge, skills, and dispositions that characterize your cultural competence, 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 ethics 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 Ethics Standard.
- You need to understand why you do what you do and what the needs are behind the decisions you make.

### Set a Growth Goal

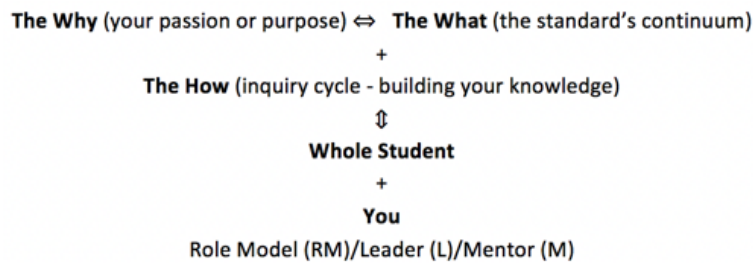
- Setting goals that are rooted in the details of the Ethics Standard will guide you to maximize your potential to help the whole student.
- Comparing what you know about ethics with what you know about yourself and the needs of your students around this standard will help you develop a professional vision that serves your passion and your students.



See the link for more detail:

<https://docs.google.com/presentation/d/1oUQX2OIOp0eElqt1pfUKA3Qxp2zSolWIKzgOS1dei48/edit?>

## [usp=sharing](#)



### Follow Your Ethics Growth Plan

Designing and implementing an ethics 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 Ethics 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/WSUIimages/leadership/docs/sq/development-in-practice.pdf>

Model Code of Ethics for Educators (MCEE). (2015). National Association of State Directors of Teacher Education and Certification (NASDTEC).  
[https://www.nasdtec.net/page/MCEE\\_Rationale](https://www.nasdtec.net/page/MCEE_Rationale)  
[https://www.nasdtec.net/page/MCEE\\_Doc](https://www.nasdtec.net/page/MCEE_Doc)

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/wsccl-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\\_ehCjX6iybLY3zeX7torIm00gKJevw/edit?usp=sharing](https://docs.google.com/document/d/1nYaaOCHtiQiy8_ehCjX6iybLY3zeX7torIm00gKJevw/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=IPYeClXpxw>

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/1M7X0kflJHOzvg\\_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing](https://docs.google.com/presentation/d/1M7X0kflJHOzvg_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing)

National Association of State Directors of Teacher Education and Certification - Model Code of Ethics For Educators (MCEE) Documents

[https://www.nasdtrec.net/page/MCEE\\_DOCS](https://www.nasdtrec.net/page/MCEE_DOCS)

NEA's Code of Ethics

<https://www.nea.org/resource-library/code-ethics>

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 receive 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 to your reviewer.

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 Ethics 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 Ethics 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 Ethics**

Provide one piece of documentation (review the descriptors for your career family to identify possible examples) from your daily work that demonstrates ethical practice around conduct, responsibility, and/or decision-making in support of a safe, productive, and positive learning environment for students, staff, and/or community.

null

Proficient

Basic

Developing

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	<p data-bbox="375 174 781 407">Clearly defines a professional vision that includes the whole student, the Ethics Standard, and why growth in ethics is desired</p> <p data-bbox="375 443 781 705">Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="375 741 781 903">Explains how the inquiry cycle will guide professional growth</p>	<p data-bbox="781 174 1138 407">Generally defines a professional vision that includes the whole student, the Ethics Standard, and why growth in ethics is desired</p> <p data-bbox="781 443 1138 705">Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="781 741 1138 903">Is unclear about how the inquiry cycle will guide professional growth</p>	<p data-bbox="1138 174 1391 407">Does not define a professional vision that includes the whole student, the Ethics Standard, and why growth in ethics is needed</p> <p data-bbox="1138 443 1391 705">No specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) are included</p> <p data-bbox="1138 741 1391 903">Does not address how the inquiry cycle will guide professional growth</p>

null	Proficient	Basic	Developing
Artifact 2: Professional Growth Plan	<p data-bbox="381 174 803 472">Designed and fully executed a professional growth plan with goals clearly rooted in the indicators, descriptors, and duties of the Ethics Standard</p> <p data-bbox="381 504 803 672">Clearly indicates role aspirations: Role Model (RM), Mentor (M), or Leader (L)</p> <p data-bbox="381 703 803 934">Both starting and ending levels of practice are identified and justified with specific details from daily work</p> <p data-bbox="381 966 803 1102">Action steps are specific and there is evidence of their execution</p> <p data-bbox="381 1134 803 1239">Reflection clearly addresses each goal</p>	<p data-bbox="803 174 1144 535">Designed and partially executed a professional growth plan with goals vaguely rooted in the indicators and descriptors of the Ethics Standard, but may not mention duties</p> <p data-bbox="803 567 1144 703">Implies role aspirations: Role Model (RM), Mentor (M), or Leader (L)</p> <p data-bbox="803 735 1144 966">Starting and/or ending levels of practice are generally identified but there is a lack of specific detail from daily work</p> <p data-bbox="803 997 1144 1165">Action steps are too broad and there is little evidence of their execution</p> <p data-bbox="803 1197 1144 1335">Reflection is lacking detail and/or does not address each goal</p>	<p data-bbox="1144 174 1406 472">Did not design or execute a professional growth plan with goals rooted in the indicators, descriptors, or duties of the Ethics Standard</p> <p data-bbox="1144 504 1406 672">Does not indicate role aspirations: Role Model (RM), Mentor (M), or Leader (L)</p> <p data-bbox="1144 703 1406 934">Starting and/or ending levels of practice are not identified and/or there are no specific details from daily work</p> <p data-bbox="1144 966 1406 1134">Action steps are not evident and there is little or no evidence of their execution</p> <p data-bbox="1144 1165 1406 1270">Reflection is absent and/or lacks goal detail</p>

Artifact 3: Documentation from Daily Work	Proficient	Basic	Developing
	Documentation clearly captures daily work demonstrating ethics knowledge and skills as defined by the standard	Documentation captures daily work demonstrating some ethics knowledge and skills as defined by the standard	Documentation does not capture daily work demonstrating ethics knowledge and skill as defined by the standard
	Clear evidence of ability to maintain high level of ethical behavior, confidentiality, and privacy in student/staff/work-related matters	Incomplete evidence of ability to maintain high level of ethical behavior, confidentiality, and privacy in student/staff/work-related matters	No evidence of ability to maintain high level of ethical behavior, confidentiality, and privacy in student/staff/work-related matters
	Clear evidence of ethical decision-making that supports students, staff, and/or community	Some evidence of ethical decision-making that supports students, staff, and/or community	No evidence of ethical decision-making that supports 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 Ethics 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 influence students?
  - Identify your next steps for continued growth and leadership in the standard.
- **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.



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