

*Great Public Schools for Every Student*

## **Education Support Professionals: Health and Safety Standard**

The Education Support Professional (ESP) protects the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity.

### **Key Method**

A five-step inquiry learning cycle will help you demonstrate health and safety competency 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 protects health and safety, positively influences others, and plans for evidence-based growth in the Health and Safety Standard of the *ESP Professional Growth Continuum*.

### **Method Components**

Many professions have guiding principles that provide a blueprint for professional health and safety knowledge and practice, respect for policies and procedures, and decision-making at critical moments. Whether or not you realize it, you make daily decisions that affect the health and safety of students and staff, as well as the culture and mission of public education. Others entrust you with ensuring students' health and honoring their safety 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 roadmap to the Health and Safety Standard.

### **Components of Using the *ESP Professional Growth Continuum's* Health and Safety Standard**

- Identify key indicators and descriptors around health and safety knowledge and practice, policies and procedure, and decision-making
- Consider how health and safety support the whole student
- Determine your own level of health and safety practice 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 health and safety that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Health and Safety Standard

### **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 health and safety practices.

### **The Inquiry Learning Cycle (Your Learning Journey)**

Graphic of an Inquiry-Based Learning Cycle:



### **Know the Health and Safety Standard**

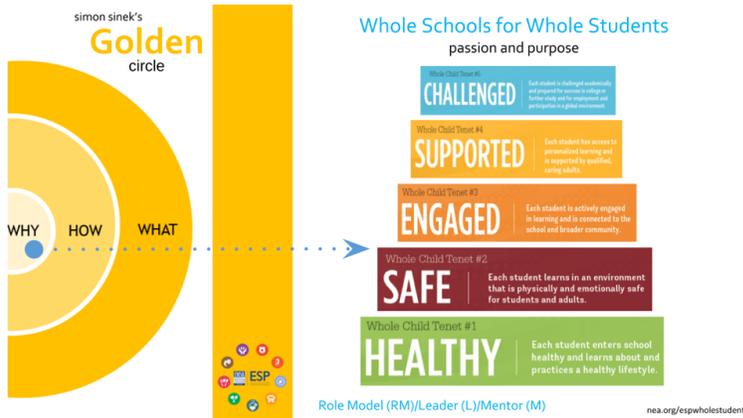
- The indicators and descriptors of the standard detail what you should know and be able to do regarding health and safety in your career family role.
- Study the standard (see the *Professional Growth Planning Tool* or PGC Self-Assessment in Resources). Own the knowledge, skills, and dispositions that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

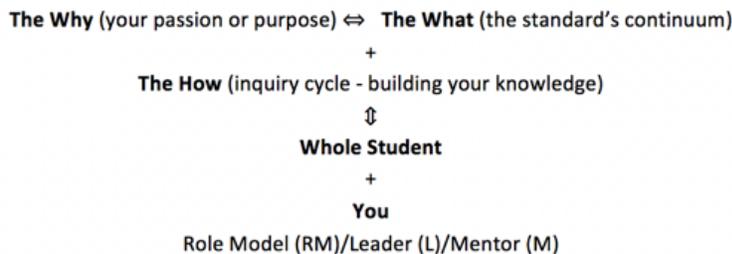
### **Set a Growth Goal**

- Setting goals that are rooted in the details of the Health and Safety Standard will guide you to maximize your potential to help the whole student.
- Comparing what you know about health and safety 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 Health and Safety Growth Plan

- Designing and implementing a health and safety 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 Health and Safety 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., Hyster, 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>

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\\_ehCjX6iybly3zeX7torlm00gKJevw/edit?usp=sharing](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/1M7X0kflJHOzvg\\_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing](https://docs.google.com/presentation/d/1M7X0kflJHOzvg_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 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.

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 Health and Safety 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 Health and Safety 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: Completed Incident Report or Other Documentation

Provide a completed incident report or other documentation (review the descriptors for your career family to identify possible examples) from your daily work that demonstrates health and safety knowledge, proper implementation of rules/policies/procedures, and/or decision-making in support of the health and safety of students, staff, and/or community.

null

Proficient

Basic

Developing

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	<p data-bbox="451 174 724 472">Clearly defines a professional vision around the Whole Student Model and the Health and Safety Standard that includes why growth in health and safety is desired</p> <p data-bbox="451 506 724 703">Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="451 737 686 871">Explains how the inquiry cycle will guide professional growth</p>	<p data-bbox="808 174 1081 472">Generally defines a professional vision around the Whole Student Model and the Health and Safety Standard but is unclear on why growth in health and safety is desired</p> <p data-bbox="808 506 1081 703">Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="808 737 1081 871">Is unclear about how the inquiry cycle will guide professional growth</p>	<p data-bbox="1166 174 1438 472">Does not define a professional vision around the Whole Student Model and the Health and Safety Standard or explain why growth in health and safety is desired</p> <p data-bbox="1166 506 1438 737">No specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) are included</p> <p data-bbox="1166 770 1438 905">Does not address how the inquiry cycle will guide professional growth</p>

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

Artifact 3: Completed Incident Report or Other Reporting Tool	Proficient	Basic	Developing
	Incident report or other documentation clearly demonstrates health and safety knowledge and skills as defined by the standard	Incident report or other documentation demonstrates some health and safety knowledge and skills as defined by the standard	Incident report or other documentation does not demonstrate health and safety knowledge and skills as defined by the standard
	Clear evidence of protecting the health and safety of oneself and others by knowing and executing health/safety/emergency protocols/procedures with fidelity	Partial evidence of protecting the health and safety of oneself and others by knowing and executing health/safety/emergency protocols/procedures with fidelity	No evidence of protecting the health and safety of oneself and others by knowing and executing health/safety/emergency protocols/procedures with fidelity
	Clear evidence of decision-making that supports the health and safety of students, staff, and/or community	Some evidence of decision-making that supports the health and safety of students, staff, and/or community	No evidence of decision-making that supports the health and safety of 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 reviewers.

- Reflect on your growth in the Health and Safety 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:** 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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